

## DOCUMENT RESUME

ED 160 783

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CE 017 644

**TITLE** South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report.

**INSTITUTION** Dakota State Coll., Madison, S. Dak.; South Dakota State Dept. of Education and Cultural Affairs, Pierre.

**SPONS AGENCY** Office of Education (DHEW), Washington, D.C.

**BUREAU NO** 554AH50035

**PUB DATE** Jun 76

**GRANT** G007503904

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**IDENTIFIERS** Public Law 93 380; South Dakota

**ABSTRACT**

The purpose of the South Dakota Career Education Project was to establish demonstration centers for the development and advancement of K-12 career education in the state. These demonstration centers were also intended to serve as a national model for the delivery of career education services. The major objective was to provide a program of in-service education and curriculum enrichment for the staffs and students of ten demonstration school systems. The following specific objectives were met: provide an in-service program in career education concepts for teachers, counselors, and administrators; provide K-12 students with insights into themselves, the eight areas of awareness, and equip them with decision-making skills; provide career education demonstration components for the faculties and the students of three teacher training colleges and provide career education teaching experiences for cadet teachers; provide a program for developing community awareness of career education; provide support services in research and for the dissemination of career education materials; and provide a method of evaluation of the project. (A performance report included in this document examines each of these six specific objectives. Also included in this document are an annotated bibliography of curriculum materials, the semi-annual report, various conference reports, and other related materials. A companion document, CE 017 645, contains the external evaluation of the project.) (BM)

ED160783

FINAL PERFORMANCE REPORT

Project No. 554AH50035  
Grant No. G007603904

SOUTH DAKOTA CAREER EDUCATION PROJECT

**BEST COPY AVAILABLE**

A Sequential Demonstration Model in Career Education Coordinating  
The Efforts of State Agencies to Effect An In-Service and Curriculum  
Development Program in Selected School Systems.

An Exemplary Project in Career Education Funded Under Section 406  
of Public Law 93-380.

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
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CE 017 644



SOUTH DAKOTA  
CAREER EDUCATION PROJECT  
PERFORMANCE REPORT

|                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                  |                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>1. Project No.:</b><br><br>554AH50035                                                                                                                                                                                                                                                                                                                                                    | <b>2. Grant No.:</b><br><br>G007503904                                                                                                                                                                           | <b>3. Nature of Report:</b><br><br>___ Semi-Annual <u>X</u> Final                        |
| <b>4. Project Title:</b> A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an In-Service and Curriculum Development Program in Selected School Systems.                                                                                                                                                                             |                                                                                                                                                                                                                  | <b>5. Period Covered By This Report:</b><br><br>From: July 1, 1975<br>To : June 30, 1976 |
| <b>6. Category of Project (as specified in 45CFR 160d.5 and 160d.11):</b><br><br><div style="display: flex; justify-content: space-between;"> <div>___ Incremental</div> <div>___ Settings</div> <div>___ Populations</div> </div> <div style="display: flex; justify-content: space-between;"> <div>___ Training</div> <div>___ Communications</div> <div><u>X</u> State Plan</div> </div> |                                                                                                                                                                                                                  |                                                                                          |
| <b>7. Project Director:</b><br><br>Dr. Ronald M. Reed<br>Secretary of Education<br>and Cultural Affairs                                                                                                                                                                                                                                                                                     | <b>8. Grantee/Assistance Contractor Institute Address/Phone</b><br><br>South Dakota Department of Education<br>and Cultural Affairs<br>New Office Building<br>Pierre, SD 57501                      605-224-3134 |                                                                                          |

South Dakota Career Education Project  
 Dakota State College  
 Room 318 Heston Hall  
 Madison, South Dakota 57042

9. Major Activities: List, in specific terms, major accomplishments under each objective of the project during the report period.

The purpose of the South Dakota Career Education Project was to establish demonstration centers for the development and advancement of K-12 career education in South Dakota. It was intended that these demonstration centers would serve as a national model for the delivery of career education services. The major objective was to provide a program of in-service education and curriculum enrichment for the staffs and students of ten demonstration school systems (for a listing of the ten demonstration school systems, see Appendix No. I). The following specific objectives were to be met:

1. Provide an in-service program in career education concepts for teachers, counselors, and administrators.
2. Provide K-12 students with insights into themselves, the eight areas of awareness, and equip them with decision-making skills.
3. Provide career education demonstration components for the faculties and the students of three teacher training colleges and provide career education teaching experiences for cadet teachers.
4. Provide a program for developing community awareness of career education, enabling it to become a high priority in each school system.
5. Provide support services in research and for the dissemination of career education materials.
6. Provide a method of evaluation of the Project.

What follows is an examination of each of the six major objectives of the South Dakota Career Education Project and the efforts of the Project to achieve the individual objectives.

Objective 1: Provide an in-service program in career education concepts for teachers, counselors, and administrators.

1. In each of the ten demonstration school districts, the Project staff attempted to offer a 15 hour in-service program (as specified in the approved grant proposal).
2. Of a total of 555 teachers employed in the ten demonstration school systems, 299 teachers were contacted by Project staff. Due to the fact that the South Dakota Career Education Project was delayed six months in initiating its in-service programs, it was impossible to contact one hundred percent of the teachers employed in the ten demonstration school systems. By January, 1976, when the initial in-service orientations were presented in each of the school systems, many teachers no longer had the time or interest to participate in the In-service program.
3. A total of 60 teachers completed the full in-service program.
4. Counselors and administrators in the ten demonstration school systems were not involved extensively in the in-service program. The reason for this was two-fold: (1) the initial in-service orientations did not emphasize sufficiently the role in career education of counselors and administrators; and (2) due to the six month delay in initiating the activities of the Project, the staff decided that with the remaining time available for in-service (January to May,

1976), maximum impact could be achieved by concentrating the in-service effort on classroom teachers.

5. A summary of all of the Project's in-service activities in each of the ten demonstration schools is included in Appendix II.

Objective 2: Provide K-12 students with insights into themselves, the eight areas of awareness, and equip them with decision-making skills.

1. This objective was achieved only on an indirect basis (through the classroom teachers who participated in the in-service programs delivered by the Project staff).
2. At no time in the Project's duration was there a needs assessment of students in the ten demonstration school systems.
3. At no time during the Project's duration was there an effort to assess student learning in order to discern what, if anything, was being achieved with the students in terms of Objective 2 of the Project.
4. The failure to obtain evaluation data related to Objective 2 was due to the fact that the Project Evaluator was assigned duties involving in-service education responsibilities. At no time was the Project Evaluator given time to obtain the types of evaluative data necessary to determine if the Project was meeting its declared objectives.

Objective 3: Provide career education demonstration components for the faculties and the students of three teacher training colleges and provide career education teaching experiences for cadet teachers.



1. The three teacher training institutions involved in this program were:  
Augustana College, Black Hills State College, and the University of South Dakota.
2. Only at Black Hills State College were cadet teachers actually contacted.  
At this college, 27 cadet teachers were exposed to career education methods and techniques.
3. A summary of the activities of the South Dakota Career Education Project in each of the three teacher training colleges is included in Appendix III.

Objective 4: Provide a program for developing community awareness of career education, enabling it to become a high priority in each school system.

1. Other than contacts with a limited number of civic groups and the Advisory Council (see Appendix IV), little effort was devoted to this objective.
2. Given the six month delay in the initiation of the Project's activities, the primary emphasis during the months of January to June, 1976, was on the in-service education programs in the ten demonstration school systems. Little time was available to meet the objective involving community awareness.

Objective 5: Provide support services in research and for the dissemination of career education materials.

1. No research was conducted by the South Dakota Career Education Project.
2. One special objective of the South Dakota Career Education Project was to review, collect, and disseminate information about career education instructional

materials. During the Winter and Spring of 1976, the Project staff was engaged in reviewing and ordering from publishers a wide variety of instructional materials, K-12. This curriculum library was housed in 312 Heston Hall, Dakota State College. The library of curriculum materials was extensively used by teachers in the ten demonstration school systems. This library included the following types of instructional materials: professional books, monographs, research reports, curriculum guides, instructional units, films, filmstrips, evaluation instruments, pre-service and in-service materials for teachers, and multi-media instructional packages (sound filmstrips, interview cassettes, games, activity sheets, manuals, workbooks, etc.) for various grade levels and school subjects.

3. An annotated bibliography (South Dakota Career Education Project: An Annotated Bibliography of Curriculum Materials, Part I) was published in June, 1976. An addendum to Part I also was published in mimeographed form during the same month. Through the Department of Education and Cultural Affairs, these materials will be made available on a loan basis to teachers, counselors, administrators, and college professors throughout the state of South Dakota.

A copy of the published bibliography and the addendum follows the appendix.

Objective 6: Provide a method of evaluation  
of the Project.

1. The efforts of the Project to fulfill this objective are described in "Section 11: Evaluation."
2. A copy of the report of the external evaluation conducted by the Educational Research and Service Center of the University of South Dakota is included in the appendix.

## ITEM NO. 10

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202  
CAREER EDUCATION PROGRAM  
PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED  
OMB NO. 31-R1187

| NUMBER OF PARTICIPANTS<br>(see NOTE above) WHO ARE   | RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income) |                                        |                        |                            |                 |                                                     | OF THE TOTAL (column (6))<br>NUMBER WHO ARE |                               |                   | OF THE TOTAL (column (6))<br>NUMBER WHO ARE |                |
|------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------|------------------------|----------------------------|-----------------|-----------------------------------------------------|---------------------------------------------|-------------------------------|-------------------|---------------------------------------------|----------------|
|                                                      | AMERICAN<br>INDIAN<br>OR ALASKAN<br>NATIVE<br>(1)                                            | ASIAN OR<br>PACIFIC<br>ISLANDER<br>(2) | BLACK/<br>NEGRO<br>(3) | CAUCASIAN/<br>WHITE<br>(4) | HISPANIC<br>(5) | TOTAL<br>(sum of columns (1)<br>through (5))<br>(6) | HANDI-<br>CAPPED<br>(7)                     | GIFTED AND<br>TALENTED<br>(8) | LOW INCOME<br>(9) | MALE<br>(10)                                | FEMALE<br>(11) |
| STUDENTS                                             |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| ELEMENTARY (K-6)                                     |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| MIDDLE/JUNIOR HIGH (7-9)                             |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| SENIOR HIGH (10-12)                                  |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| 2-YEAR COLLEGE                                       |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| 4-YEAR COLLEGE                                       |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| ADULTS (non-matriculated)                            |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| SUB-TOTAL                                            |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| EDUCATIONAL PERSONNEL                                |                                                                                              |                                        |                        |                            |                 |                                                     |                                             |                               |                   |                                             |                |
| TEACHERS                                             | 5                                                                                            |                                        |                        | 549                        | 1               | 555                                                 |                                             |                               |                   |                                             |                |
| COUNSELORS                                           |                                                                                              |                                        |                        | 6                          |                 | 6                                                   |                                             |                               |                   |                                             |                |
| ADMINISTRATORS                                       |                                                                                              |                                        |                        | 9                          |                 | 9                                                   |                                             |                               |                   |                                             |                |
| MEMBERS OF THE BUSINESS/<br>LABOR/INDUSTRY COMMUNITY |                                                                                              |                                        |                        |                            |                 | 0                                                   |                                             |                               |                   |                                             |                |
| PARENTS                                              |                                                                                              |                                        |                        |                            |                 | 0                                                   |                                             |                               |                   |                                             |                |
| OTHER (specify)                                      |                                                                                              |                                        |                        |                            |                 | 0                                                   |                                             |                               |                   |                                             |                |
| TOTAL                                                | 5                                                                                            |                                        |                        | 564                        | 1               | 570                                                 |                                             |                               |                   |                                             |                |

11. Evaluation: Describe implementation of the the evaluation plan to date, including research design, instruments, and data collection plans and activities. Present data showing project accomplishments and explain what led to these accomplishments. Present data indicating lack of success and explain what problems hindered success.

The Project evaluation plan as outlined in the South Dakota Career Education Project proposal, submitted to the United States Commissioner of Education under the provisions of section 406 of the Education Amendments Act of 1974, Public Law 93-380 , was to have consisted of two parts: (1) continuous evaluation by Project staff and participants in the Project's programs; (2) evaluation by an external evaluation agency. The fulfilment of the two-part evaluation was to progress through four phases: (1) identification -- determination as to what aspects of the Project were to be evaluated, types of data to be collected; (2) development -- planning and designing an evaluation plan and the instruments for data collection; (3) implementation -- implementation of the data collection phase and analysis of the data; and (4) dissemination -- reporting of the findings and recommendations, as appropriate.

The design of the evaluation plan was to have followed the guidelines as suggested in the Handbook of Career Education Programs ( OEC - 0 - 73 - 6663 ). Further, the development of the evaluation design would be assisted by the external evaluation agency. The design was to be completed prior to the initial implemenation of Project programs and activities.

What follows is a discussion of the evaluation phase of the South Dakota Career Education Project.



1. The activity calendar -- "Revised Target Dates," included in the "Evaluator's Report" appended to this section -- indicates that the development of an evaluation plan and an assessment of career education activities in the ten demonstration schools was to be completed in January, 1976.

2. Involvement of the external evaluators and finalization of the evaluation plan, as well as student and teacher assessment in the demonstration schools, was scheduled for February.

3. March evaluation activities were to focus on assessment of Project activities, career education activities in classrooms within the demonstration schools, and analysis of student and teacher assessment.

4. The March evaluation efforts were to have continued through April.

5. The post-evaluation of the Project's activities with students and teachers in the demonstration schools was to be completed in May.

6. A summation of the evaluation phase of the Project was to be compiled in June.

7. An attempt was made to pre-test the attitudes and knowledge of career education held by teachers participating in the Project. However, this attempt was not consistent or thorough enough to justify a post-test.

8. The staff member designated as the Project "Evaluator" was reassigned duties in mid-February. These duties consisted of working as a curriculum consultant in the in-service education program in five of the ten demonstration school systems.

9. An "Evaluator's Report" ( included in this section ) was filed with U. S. O. E. in April. Suggestions for evaluation, which were incorporated in this report, were not acted upon by the Project.

10. Thus, the Project did not generate internal evaluation data in compliance with the two-part evaluation plan which was part of the approved Project proposal.

11. The South Dakota Career Education Project was required to have its program and activities evaluated by an external evaluation agency. The external evaluation had two purposes: (1) to inform staff members of the strengths and weaknesses of the program, and to obtain suggestions for improvement in terms of the future direction of the Project; and (2) to fulfill evaluation requirements and commitments of the Project.

12. A decision on contacting and hiring an external evaluation agency was not reached until late April, 1976. The "Revised Target Dates" called for the external evaluation to begin in early February.

13. After considering the needs of the Project, as well as the available evaluation services in the upper mid-West region, the Educational Research and Service Center of the University of South Dakota was contracted to perform the external evaluation.

14. Dr. Willa Huser and Mr. Tommie Renner of the Project staff met with Dr. Jerry Horn and Dr. Arlen Gullickson, members of the Educational Research and Service Center staff, on April 26, 1976. The Project's evaluation needs and expectations were discussed. The two representatives of the Center agreed to present an overview of their approach to the evaluation of the Project on April 30th in Madison.

15. The proposed evaluation presented to the staff on April 30th by Dr. Gullickson was to be a product evaluation consisting of three categories: (1) Project status; (2) accomplishments; and (3) effect. The first category dealt with data available from the Project, and data from the schools as to their previous experience with career education, at the time the Project initiated its activities. The second category dealt with data to determine what had been done by the Project in the schools. The third category of data dealt with the overall effect of the Project, specifically what changes have been or will be made because of the Project's programs.

16. The external evaluators agreed to include in their report an evaluation of the Project's curriculum materials collection. An initial report was mailed to the Project on June 25th. The final report was received on June 30th.

17. It may be concluded on the basis of the afore-mentioned factors that the evaluation phase of the Project was not given proper attention or emphasis.

18. Copies of the "Evaluator's Report" and the report of the Educational Research and Service Center are appended.

12. Anticipated Changes and/or Problems: Describe any problems anticipated in implementing the project between this report and the next report. Discuss steps that will be taken to resolve problems. Include any changes in objectives, activities, or evaluation efforts planned.

1. There will not be a next report. The South Dakota Career Education Project was informed on June 22<sup>d</sup> that its proposal for refunding for 1976-77 was not approved.
2. Problems experienced during Project activities, 1975-76:
  - a. There was insufficient orientation in the ten school systems selected as demonstration centers. Specifically, the initial orientation in the schools did not specify in sufficient detail the nature of the South Dakota Career Education Project, its objectives, the role of the Project staff in the schools, the use of career education materials, and most importantly, the exact nature of the 15 hour block of in-service and the exact obligations of teachers participating in the in-service program.
  - b. There was insufficient communication between the Project and the administrators in the ten school systems in terms of the role of the schools in the Project and the Project's expectations of the school administrators.
  - c. There was a lack of community awareness of career education in the school communities. There was no contact by Project staff with school boards, Parent Teacher Associations, civic organizations, or state agencies (e.g., Job Service or Vocational Rehabilitation).
  - d. There was no contact with local media in the communities of the ten demonstration school systems to explain career education, publicize the

Project, or publicize the activities of teachers participating in the Project.

- e. A newsletter explaining Project activities and sharing career education news and activities within the cooperating school systems was not published.

It should be pointed out that the Project had initiated planning to publish a newsletter, but the unreasonable delay by U.S.O.E. in announcing refunding caused a postponement of these plans.

- f. There was a lack of proper coordination between staff and activities of the Madison office of the Project and the staff member located at Black Hills State College in Spearfish, South Dakota.

- g. The Project never obtained internal evaluation data in order to assess its strengths and weaknesses.

3. Steps that would have been taken to resolve the problems experienced during 1975-76:

- a. The 15 hour block of in-service instruction would be closely coordinated and supervised by the Assistant Director. Specifically, an in-service syllabus would be published and distributed to teachers, specifying the following:

- (1) The objectives of the 15 hour in-service program. These objectives would be stated in behavioral terms.
- (2) The exact nature of the instruction to be included in the 15 hour block of in-service time. At least 9 hours of the instruction would be common to each demonstration school system.



(3) The responsibilities of teachers participating in the in-service would be made specific in terms of the following: attendance, reading requirements, and unit preparation.

(4) The format for the preparation of career education units would be common for all teachers.

b. Effort would be directed toward securing college credit for participation in the in-service program. It would be possible to obtain one hour of graduate/undergraduate credit for such participation. The opportunity to acquire college credit would provide a greater incentive for teacher participation in the in-service program. Further, staff members would have leverage for insisting that the requirements (as specified in "a") be met.

c. An effort would be directed toward meeting the objective of community awareness of career education. Contacts would be made with school boards, Parent Teacher Associations, and civic organizations. Films, sound filmstrips, and slide presentations would demonstrate the nature of career education. Local school efforts in career education would be publicized. State educational television would be utilized. A career education newsletter would be published.

d. A major effort would be expended to coordinate the efforts of this Project with the activities of other career education projects in the state of South Dakota. For example, the Career Education Project for American Indian Children, located at the University of South Dakota, and this Project should work together to coordinate career education activities in school systems

with a significant number of American Indian students (e.g., Todd County, Andes Central). Similarly, the Project would benefit from collaboration with the V.I.E.W. Project (Vital Information for Education and Work, located on the Springfield campus of the University of South Dakota) in terms of working with school guidance counselors in the state.

- f. The Project would establish a working relationship with the South Dakota Association of School Administrators. Effort would be directed toward gaining the support of this organization for career education in the state. Not only would the Project maintain closer contacts with the administrators in the demonstration school systems but also the Project would seek contacts with school administrators throughout the state. Hopefully, such contacts would give greater impetus to career education all over South Dakota.
- g. Closer contact and cooperation would be maintained between the Madison office and the Project staff member located at Black Hills State College. Specifically, regular meetings would be held to:
  - (1) Share ideas for Project programs.
  - (2) Review and share materials acquired for the curriculum materials collection.
  - (3) Arrange for periodic visits of the Madison staff to the schools in the West River area.
  - (4) Share in the decision-making that affects the direction of the Project.
- h. The Project would sponsor a number of state regional conferences on career education. For example, a number of the demonstration schools are located within commuting distance of one another (e.g., Howard, Ramona, Egan, and

DeSmet are within thirty miles of Madison). A one day conference could be scheduled on a special topic in career education; schools could share current career education activities; materials in the curriculum library could be reviewed and analyzed; instructional units could be revised and refined. The possibilities are numerous. A series of these conferences could be scheduled around the state.

- i. Greater effort would be directed toward staff attendance at national, regional, and state conferences related to career education. The purpose of such travel would be to keep staff members informed of national trends and developments in career education. Such knowledge would, in turn, affect the activities of the Project.
- j. Greater effort would be directed toward making more effective use of the Advisory Council. During 1975-76, only one meeting of the Advisory Council was held. During 1976-77, it was projected that the Advisory Council would meet quarterly. These meetings would provide the Council with information on the Project's activities, explore new developments in career education, provide feedback from the demonstration schools, and involve teachers demonstrating career education lessons. More importantly, methods and means would be sought to involve Council members in the community awareness objectives and activities of the Project. In addition, the Project would seek advice and counsel in terms of the direction of the Project and its programs.

13. Dissemination Activities: Describe dissemination activities conducted during the report period, including audiences, products developed, and results of dissemination. Attach copies of products, publicity materials on project, etc.

The only product produced by the Project was the annotated bibliography; there simply were no dissemination activities. In terms of audiences referred to above, included herein are some reports of presentations made by staff members and special workshops.

PARTICIPATION BY PROJECT STAFF IN THE CAREER EDUCATION WORKSHOP  
AT WINNER, SOUTH DAKOTA, MARCH 15, 1976

Members of the Project staff presented two one and one-half hour sessions on career education on March 15th in Winner, South Dakota. The presentations were part of the program of a regional in-service day sponsored by the State Division of Elementary and Secondary Education.

The first session was devoted to career education in the elementary school curriculum. The presentation consisted of showing a filmstrip entitled, "Career Education: What It Is and How To Do It," as well as a slide presentation of a sample career education lesson, distribution of unit planning suggestions and sample lessons, and suggestions related to the implementation of career education concepts in the existing elementary school curriculum. There was a considerable amount of teacher discussion of the ideas presented. Teachers also had the opportunity to examine a collection of instructional materials from the curriculum library housed in Madison.

During a session for secondary school teachers, the aforementioned filmstrip was shown. In addition, a film entitled, "How A Career Develops" was shown. The remaining time in this session was devoted to a discussion with the teachers on the need for career education, its implementation, and its integration into the existing secondary school curriculum.

Fifty-four teachers participated in the two sessions conducted by the staff of the South Dakota Career Education Project.



CAREER EDUCATION PRE-SERVICE PRESENTATION:

DAKOTA STATE COLLEGE: MADISON, SOUTH DAKOTA

Staff member Tommie Renner made a pre-service presentation to a group of twelve teacher candidates on March 11, 1976. This opportunity was made possible by Dr. Zeno VanErdwyck, a Dakota State College faculty member.

The presentation was given for the benefit of students enrolled in Dr. VanErdwyck's class, Teaching Science in the Elementary Grades. This course focuses on methods of teaching science and is taken by all elementary education under-graduate majors.

Mr. Renner's presentation consisted of an introduction to career education, an overview of the South Dakota Career Education Project, and a discussion on the effects that career education could have on the academic world and the values that such a program could have for the school, community, teacher, and most especially, the students.

The last half of the class period was spend on the methods of implementation and requirements for effectively using career education activities in the classroom. Ideas were shared and mock units were composed to provide reinforcement for the discussion on implementation. The students were very quick in grasping the procedures for writing units. This provided a learning experience in how to limit or control activities, as many of the students expanded their units into what would amount to a full year's program with no thought of other activities.

At the close of the session the students individually thanked Mr. Renner and many stated their eagerness to utilize the information they had received during the presentation.

CAREER EDUCATION INTRODUCTORY PRESENTATION, GRADUATE GUIDANCE  
AND COUNSELING CLASS: DAKOTA STATE COLLEGE: MADISON, SD

In response to a request from Dakota State College faculty member, Dr. Zeno Van Erdewyck, Tommie Renner presented an overview of the South Dakota Career Education Project to a graduate class in counseling and guidance at Huron, South Dakota, on April 12, 1976.

The presentation consisted of a statement of the Project's objectives, procedures, and philosophy, followed by a question-and-answer session. The elementary and secondary teachers and guidance workers that the class was composed of expressed their interest through many pertinent questions.

The presentation ended in a round-table discussion dealing with values of such a program and the fallacies of so many of the curriculum innovations during the late sixties and early seventies. The general consensus was that most of the educators were doing some type of career education but they needed to be made more aware of the scope and nature of career education and encouraged to expand their activities.

A letter of appreciation from Dr. VanErdewyck follows.

**DAKOTA STATE COLLEGE**  
**Madison, South Dakota 57042**

Division of Education, Physical Education  
and Behavioral Sciences

April 20, 1976

Mr. Tommie Renner  
Career Education Project  
Dakota State College  
Madison, South Dakota

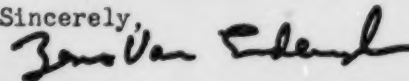
Dear Mr. Renner:

Thank you for presenting the objectives, procedures, and philosophy of the Career Education Project to my graduate class in counseling and guidance in Huron last week.

Without question, this group of elementary and secondary teachers and guidance workers needs this information in order to support and contribute to your total program. Based on the discussion that took place that evening, I would certainly say that your comments were very well received by the group. They were interested because they know the real value of career education in working with young people.

Again, thank you for sharing with us an overview of the Career Education Project.

Sincerely,



Zeno Van Erdewyk, Ed.D.  
Professor of Education

Copy: Dr. Willa Huser, Director  
Career Education Project

## NEW APPROACH TO EDUCATION SEeks TO HELP STUDENTS FIND MORE REWARDING CAREERS

Sioux Falls Argus-Leader Monday, February 2, 1976

**MADISON** — An approach to education which may help students find more satisfying and rewarding careers as well as help motivate them in their current studies is being initiated with the establishment of the South Dakota Career Education Project.

The program is being administered by the S.D. Office of Education and Cultural Affairs and is being housed on the Dakota State College campus.

Career education (C.E.) consists of activities and experiences through which a person can prepare for his or her lifetime work. It uses various methods which tie in with existing classroom curriculums to help a student become aware of, explore, decide on, prepare, enter and advance in a chosen career.

Consequently, the concept is used at all grade levels, from elementary through vocational and college education.

The goal of C.E. is to find the right career for the right person to enable jobs to become more enjoyable and meaningful — something that lacks in many people's work today, according to studies.

Then, too, the concept helps motivate the student. When 'Johnny' asks why he has to study math, C.E. teaching methods show 'Johnny' how mathematical skills will be invaluable to him in whatever career he chooses.

C.E. also seeks to place a high degree of emphasis on the work ethic — the idea that a worker should take satisfaction in a job well done, regardless of the labor involved.

The South Dakota pilot project is being headed by Dr. Ronald Reed, Secretary of Education and Cultural Affairs. Coordinating the state-wide field effort is assistant director, Dr. Willa Huser.

Dr. Huser said career education is not a new idea. She said creative teachers have been using C.E. concepts for years without realizing it, and there have been some local projects in such locations as Watertown and Hot Springs.

However, this is the first time the state and nation has seen a C.E. program coordinated on a statewide basis in elementary, secondary, vocational and higher education.

"Career education is a public demand," Dr. Huser pointed out. "It's not some idea originated in an ivory tower, but a voice from the public that's finally been heard."

Dr. Huser said more and more students don't know what type of career to prepare for and are not able to cope with the numerous possibilities available now and the even greater number when they enter the job market.

"More and more people seem to dislike their work," Dr. Huser stated. "Career Education strives to use the personal strengths of a student to find the right career for him or her. The whole emphasis is on the person, not the product."

"Along with that, it also helps make the education process more relevant to the student. Kids want real motivation these days."

Dr. Huser said a crucial factor in the success of the program is how well a community's businesses would cooperate by letting students observe the various careers involved and at some point giving them hands-on experience. She and a staff of two, later to become eight, will conduct teacher training sessions in 10 South Dakota elementary and secondary schools, as well as in-service and pre-service teacher education programs at four of the state's colleges.

The grade and high schools include Andes Central (Lake Andes), Belle Fourche, Beresford, DeSmet, Freeman, Hot Springs, Parkston, School for the Deaf (Sioux Falls), Todd County (Mission) and Tyndall, while colleges and universities involved are Augustana, Black Hills State, the University of South Dakota at Vermillion and Dakota State.

Each school will receive an individualized approach by the project staff, helping the school's teachers integrate C.E. concepts into their classroom situations. Individualized contact among teachers will be featured in some schools, while others will have workshops or small group sessions. Emphasis will be placed on each school developing its own C.E. program.

On the college campuses project members will assist in

the implementation of C.E. into present teacher education curriculum, as well as introducing the program to instructors of other campus disciplines.

According to Dr. Huser, the pilot project is being established with the idea that neighboring schools will be able to "borrow" C.E. ideas for their own use, thus mushrooming the project into statewide proportions.



CAREER EDUCATION PROGRAM INITIATED ON DAKOTA STATE COLLEGE CAMPUS  
Madison, S.D. Daily Leader Friday, January 30, 1976

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Dr. Huser is a native of Salt Lake City, Utah. She holds a doctorate from the University of Utah in Educational Psychology and has been involved in all levels of teaching as an instructor, psychologist and administrator. Dr. Huser also developed and conducted workshops in career education at the University of Utah Counseling Center and various Utah high schools.

At present her staff consists of Duane R. Anderson and Richard Cameron.

Anderson, a native of Webster, holds a masters from Northern State College in Guidance and Counseling. He was a teacher and counselor at Webster H.S. for six and one-half years before joining the S.D.C.E.P. staff. Anderson will

high degree of emphasis on the work ethic — the idea that a worker should take satisfaction in a job well done, regardless of the labor involved.

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Cameron is a native of Aberdeen and also attended Northern State. He holds a masters degree from NSC in History

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and Secondary School Administration. Cameron, who will serve as a College Coordinator, was a teacher and

(Continued on page 4)

The South Dakota Career Education Project's goal is to improve education within the state without changing present teaching methods. Observing a piece of C.E. information are, from left, staff member Duane Anderson, project assistant director and field coordinator Dr. Willa Huser, and Richard Cameron, also a member of the staff. (DSC Photo)



Friday, January 30, 1976  
Madison, S.D. Daily Leader

## Career program

(continued from page 1)

administrator for 11 years at schools in S.D., Wyoming and Minnesota.

Dr. Huser said that while the project has only been underway since December 1, 1975, she and her staff have already contacted the pilot schools and have begun to accumulate a vast amount of C.E. materials. Two secretaries have been hired and, soon, the five additional consultants and coordinators will be added.

It is really no coincidence that the program is housed at Dakota State. The idea for a state-wide program was born at the college while Dr. Gordon Foster was president. A rough application for a federal grant to fund the program was drawn up at DSC, by James Simpson, coordinator of cooperative education, but later turned over to a state task force which recommended the program

be administered by the Office of Education and Cultural Affairs.

Two Dakota State College staff members, in particular, will be lending their firsthand knowledge and experience to the project.

Dr. Floyd Braunberger, chairman of the division of Education, Physical Education and Behavioral Science at DSC, is a former director of the Utah State University World of Work Career Education Training Program. In that capacity he taught undergraduate foundation courses in C.E. and was the author and principal investigator of pre-service and in-service career education training programs in elementary education.

Roy Vieux, coordinator of the Career Division at DSC, is a former project director for an 18-school career education project in Northwestern Kansas. He became involved in career education while attending graduate school at Kansas State University.

The project is being applauded by Dakota State Dean of Instruction, Dr. Clyde Brashier. "It's a tie-in we should

have made in education many years ago," said Brashier. "In teacher education anytime we can tie theory to method we're making it more useful for the student."

The DSC administrator also believes the program's location on campus will benefit the Madison school greatly by providing the latest C.E. materials for the immediate disposal of teacher education students.

"Dakota State College has always been recognized as being a leader in teacher education. Now we will also become a leader in the career education field."

"The two programs will compliment each other excellently," Brashier added.



# The Belle Fourche Daily Post

Price 10¢

Belle Fourche, S.D.

Vol. 74

NUMBER 121

SATURDAY, MARCH 27, 1976

## Belle to Join in State-Wide Career Education Project

The need for work in our society, the dignity of work, and an awareness of careers that are available.

These are some of the purposes of the South Dakota Career Education Project in which four colleges and 10 public schools, including Belle Fourche, are participating.

In order to lay the groundwork for this stepped up awareness of career education, all classes in the Belle Fourche schools, kindergarten thru the 12th grade, will be dismissed at 1:45 p.m. March 31 so that teachers can meet in the high school band room to hear a discussion by Richard W. Cameron, college coordinator for career education, from Black Hills State College.

The current career education project has been made possible by a federal grant. The project will be headquartered at Dakota State College in Madison.

The project's major objectives are: to provide in-service programs for the K-12 schools; to provide K-12 students with insight into themselves as to

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## Belle to Join

(From Page One)

awareness and career choices; to provide career education demonstration components for faculties and students of three teacher-training colleges, to make communities aware of career education and to involve the private sector, and to provide support services for research and dissemination of career education materials.

Officials hope the project will be able to show South Dakota students the many careers available in their own state.

CAREER EDUCATION PROJECT  
WATERTOWN  
12/5/75

Clayton Carlson, Project Director; Gary Skoglund, Secondary Curriculum Specialist; Huser, Cameron, and Anderson.

After general introductions and formalities, Carlson presented a slide presentation which he uses in the cooperating schools. The slides included extensive examples of the rationale behind career education, the use of community resources, and career education integrated into classrooms. Throughout the slide presentation he discussed handouts the project had developed: Synopsis of 16 mm films, Decisions For Living: A Guide For Personal Living, Teaching Suggestions For Decisions For Living, and Cluster Interest Inventory.

After lunch Huser, Cameron, and Anderson met with Skoglund concerning curriculum materials. He shared his compilation of inservice materials, a teacher planning guide and a reprint of "Straight Answers On Career Education." Time was utilized browsing through other materials such as ERIC Curriculum Guides, Career World magazine, occupational cluster charts, and various annotated bibliographies.

Carlson showed a filmstrip "World of Construction" to familiarize Huser, Cameron, and Anderson with the World of Work series.

Upon departure it became obvious that various level in-service workshops were needed because Watertown had been working with some of the ten demonstration schools and not with others, and because the exposed schools were at various stages of implementation. The need for continual follow up at the demonstration schools was also indicated to be essential to offer assistance, suggestions, and assurance, and to allow feed back on progress.

Carlson and Skoglund offered assistance and said they would accumulate materials they thought would be helpful.

Huser later called Carlson to thank him and to set up another information meeting for December 24.

WATERTOWN CAREER EDUCATION WORKSHOP

HURLEY, S.D.

1/14/76

South Dakota Career Education Project Staff Attending: Cameron, McElroy

The presentation to the Hurley Public School's elementary and secondary staff was made by Mrs. Helen Dixon, elementary coordinator Watertown staff, and Mr. Gary Skogland, secondary coordinator, Watertown staff. Mr. Skogland presented a brief overview of the Watertown Project and showed a slide presentation about past activities of the Watertown Project.

Mrs. Dixon conducted a large group workshop as to the nature of career education. She elicited from the group their ideas and further developed them with career education material. The large group was divided into smaller groups and more ideas were presented.

After coffee the staff was divided into elementary and secondary groups. Mrs. Dixon presented the elementary material and curriculum guides and Mr. Skoglund did the same for secondary.

Departure from Madison: 11:00 a.m.

Return to Madison: 4:30 p.m.

R. Cameron/ml

UNIVERSITY OF SOUTH DAKOTA AT SPRINGFIELD

1/15/76

Staff Attending: Cameron, Huser, McElroy

Three staff members of the Career Education Project spent Thursday afternoon on the campus of the University of South Dakota at Springfield. The purpose of the trip was to attend a special orientation session on the Vital Information for Education and Work Project (VIEW) at USD/S. Mr. Carl Ritenour, VIEW Project Director, discussed the nature of the project, illustrated a number of elementary and secondary components of the project, and provided the staff with three sets of the major VIEW materials. These materials will be housed in the Career Education Project offices in Heston Hall, Dakota State College.

Additionally, the staff members met with Dr. Thomas Stone, Dean of Instruction at USD/S. Dr. Stone discussed the progress of Career and Vocational Education in South Dakota. Also, he discussed current efforts to incorporate career education in the pre-service training of teachers at USD/S. Selected members of staff plan to meet with Dr. Stone on Friday, January 23 to discuss further efforts to bring career education training into the pre-service preparation of teachers in South Dakota.

Departure from Madison: 11:00 a.m.  
Return to Madison: 8:30 p.m.

D. McElroy/ml



## Brookings Meeting

Dr. Pedersen at South Dakota State University  
1/20/76

Dr. Pedersen, Dean of Student Services; Mr. Dave Smith, Director of Career Development and Planning; Huser, McElroy, Williams, and Anderson.

Dr. Pedersen, who is president of the South Dakota Personnel and Guidance Association, expressed his concern for his professional membership. Their concern is one of high expectations vs. low resources, but nonetheless, they have accepted the mission of professional activities.

As part of their information services, they provided an accountability seminar based on ACT's River City Program. This was presented at seven locations with chapter four and reached 210 of 250 counselors.

Dr. Pedersen believes his organization has the professional commitment and capability of delivery.

Dave has prepared career development and decision making workshops to be held in March. By reducing Dr. Parker's curriculum model, he hopes to reach undecided graduating seniors and non-college bound juniors by having them take the ACT interest inventory at the workshop sites. He hopes that the participating students will get some benefit from the value clarification experiences, as well as to expose participating counselors and teachers to the model, so they can take it back and integrate it into their academic programs. We are invited to attend any of the workshops.

Summer guidance camps were discussed. Dr. Pedersen feels his department has gone as far as it can and he was wondering if our project could take it over. The following suggestions were made: The camp should be in a neutral environment and last about a week. It is a valuable experience but there isn't enough financial resource. Perhaps it could be a pilot camp, and partially self-supporting by charging the students a fee. The small groups would have a maximum of 15 students per counselor; 1:10 would be better. Maybe junior and senior college students, funded partially out of work study, could be utilized as paraprofessionals.

The Post-High School Coordinating Council and its Newsletter were discussed. The Executive Secretary is Shirley Procnier, State Office Building #3, Pierre, S. D.

Goals: An experiential introduction to the concepts of career development

AWARENESS OF SELF--  
IN RELATION TO:

OTHERS,

PAST  
EXPERIENCES,

PRESENT  
VALUES,

CAREER  
GOALS,

VOCATIONAL  
INTERESTS,

AND

ACADEMIC  
ABILITY,

SUMMARY

AND

INFORMATION FOR  
A TRAINING  
PROGRAM DECISION

Objective: 1. To understand how each person is unique and what each has in common.

Process: Exercise I

9:00-9:15

Objective: 2. To understand career relevance of past achievement experiences.

2A. To understand concept of data, people, things and ideas as categories of vocational thrust.

Process: Exercise II

9:15-9:45

Objective: 3. To identify the priorities of personal values.

3A. To identify the priorities of work values.

Process: Exercise III

9:45-10:30  
(15 minute break)

Objective: 4. To understand the defining of career goals.

4A. To understand measured vocational interests.

Process: Exercise IV

10:45-11:30

Objective: 5. To integrate vocational interests with values and personal preferences.

5A. To prioritize these interests.

Process: Exercise V

11:30-12:00

NOON

12:00-1:15

Objective: 6. To examine measured academic potential in highest interest areas.

6A. To evaluate past academic performance in terms of effort and motivation.

Process: Exercise VI

1:15-1:45

Objective: 7. To justify the rank ordering of potential career choices.

Process: Exercise VII

1:45-2:00

Objective: 8. To compare training alternatives for occupational choices.

Process: Exercise VIII

2:00-3:00

### SDPGA TO DELIVER CAREER IN-SERVICE TRAINING WORKSHOP

All South Dakota schools will be asked to release a counselor and teacher to attend one of seven SDPGA sponsored in-service Career Development Workshops in March. The purpose of the Workshop is to provide "hands on" experience with career development guidelines for the classroom.

The one-day Workshops will be held at 8:30 a.m. according to the following schedule:

|                |                                                          |
|----------------|----------------------------------------------------------|
| March 8, 1976  | Brookings, SDSU Student Center (Inter-Lakes)             |
| March 9, 1976  | Sioux Falls, Walt and Mary's (Sioux)                     |
| March 10, 1976 | Vermillion, High School Gym (Lewis & Clark)              |
| March 15, 1976 | Rapid City, Surbeck Center, School of Mines (West River) |
| March 16, 1976 | Pierre, Kings Inn (Central)                              |
| March 17, 1976 | Aberdeen, Presentation College (Northern)                |
| March 18, 1976 | Mitchell (Pheasant)                                      |

Approximately twenty students will be selected from participating schools to act as a demonstration group at each Workshop. These students will utilize ACT Assessment, ACT Career Planning, Career Interest information and post-high training information pertaining to career alternatives. During this Workshop, this information will be integrated with the student's own experiences, values and goals relative to career choice. In addition to the direct career planning benefits realized by the student participants, three additional outcomes are intended. (1) student feedback on the usefulness of the materials, (2) teacher feedback on the usefulness and potential for including the materials in an academic curriculum, (3) counselor experience and training, as well as feedback on the use and implementation of this career development learning option.

The Workshop is made possible by a grant from the Division of Elementary/Secondary Education, and will be led by Workshop Director, Don Smith, Career Development and Planning, SDSU, and Richard Parker, Coordinator of Guidance, DESE. Selected local counselors will act as assistants at each Workshop. This is part of the on-going professional service mission advanced by SDPGA this year. Local Professional Service Leaders will coordinate on-site arrangements.

WATERTOWN  
Friday Jan. 23

Attending: Anderson, McElroy, Renner, Williams  
Helen Dixon, Clayton Carlson (director), Gary Skogland,  
Gary Kangas (counselor)

We met with the c.e. staff at Watertown. Collected material and one set of films from them. Dixie took us to an elementary school to talk with the principal Mr. McCarthy. He shared some of the things that the teachers are doing at his school - field trip to dairy farm, to Prairie Village; professional people coming into the classroom.

Also talked to a first year teacher in second grade. She felt the need for colleges to stress more c.e. in preparing teachers for teaching it. She had no training in teaching c.e. until starting in the Watertown system. She was learning about c.e. as she is implementing it in her class.

/nl



## NARRATIVE REPORT

R. W. Cameron

Luncheon Speaker - Kiwanis Meeting May 14, 1976 - Spearfish, SD

As the featured speaker at the Kiwanis meeting I presented them the career education concept. The first part of my talk consisted of what career education is, how it works, the work ethic, and what benefits it has for the students. The concepts were related to what we are preparing students for: good citizenship, and a productive job.

The second part of the talk centered on the South Dakota Career Education Project. The implementation of the project, how the schools were chosen and progress to date were stressed. I concluded by talking about the future of the Project and what our plans are for next year.

RWC/ml



## CAREER EDUCATION LEADERSHIP SEMINAR

The Career Education Leadership Seminar was a supper meeting held at Pierre to bring legislators, career education, and educational leaders together. This was one of a series of such seminars which Mrs. Judy Olson, Rapid City, (Chairperson of State Board of Education), is holding around the state under the sponsorship of a foundation grant.

Some of the people in attendance included State Board Members: Judy Olson, Evelyn Bergen, Mission, Richard Tschetter, Bridgewater, Dan Koupal, Mitchell, and Ruth Hansen, Redfield; Elementary & Secondary Education staff members: Dr. Thomas C. Todd, State Superintendent, Dr. Dick Stahl, Community Education, Henry Kosters, Division Planning, Dr. Dick Parker, Director of Guidance & Counseling, E.B.(Ike) Oleson, Director of Vocational Education, Clayton Carlson, Director of the Watertown C.E. Project, Skip Matthes, Donald Olson, Director of the Community Health Education System, Skip Matthes, Representative of the National Alliance of Business, the director of the South Dakota Job Service, Dr. Todd's secretary, various legislators, Huser and Anderson.

Clayton Carlson made a slide presentation on the concepts and status of Career Education. The remainder of the evening was spend discussing Career Education & philosophizing. School counselors seemed to receive an undue amount of blame for high school seniors' graduating without having made a career or educational choice. Dr. Todd refuted this position, saying that counselors were performing the role expectation held by school admin.

The director of the S.D. Jobs Program presented a very excellent discussion of the difficulties of career selection.

One of the most encouraging results of the meeting was to hear and see the enthusiasm and support of the State Board of Education for Career Education. Tschetter, who is also on the State Vocational Board, stood up to say that if we want Career Education to be successful, it was the responsibility of the people in that room. This was gratifying because one of the goals of the project is to affect certification standards which are set by the State Board of Education.

Dr. Huser made an informative presentation about our project: status, objectives, and demonstration schools.

14. Special Activities: Include any special or other activities that need to be reported, including efforts to reduce race and sex stereotyping in career choice and efforts to provide career education for handicapped persons, where these efforts are not reported under major objectives and activities.

Other than regular inservice work at the School for the Deaf (which is reported in the summaries included in the section called appendices) nothing was done with handicapped persons. In terms of race and sex stereotyping, preliminary contacts were made with Dr. Robert Wood at the University of South Dakota (School of Education) to collaborate with them if a grant proposal they had submitted was funded for 1976-77; the proposal dealt with women's equity.

PROJECT PARTICIPATION IN THE PINE RIDGE, SOUTH DAKOTA,  
CAREER EDUCATION WORKSHOP, JUNE 22-24, 1976

Staff Member Participating: Mr. Tommie Renner

The Oglala Community Elementary and Secondary School was involved in an extensive two week workshop on career education, June 14th through June 24th, 1976.

The first week was devoted to introducing participants to relevant tools of assessment and visitations to various career training facilities in the region. These facilities included Chadron State College and the Nemo Job Corps Center. The assessment exposure consisted of taking, correcting, and diagnosing tests of attitude, aptitude, and personality, plus the Calcut assessment test applicable to the participants' grade level assignment. The visitations provided insights into numerous methods of training for careers available to post-high school students and high school drop-outs.

The second week was devoted to familiarizing participants with the present status of career education in South Dakota, as well as training in the methods of implementing career education in the academic programs of the schools. A presentation on instructional materials and supplies was given by representatives of three publishing and supply firms. June 22-24 included activities in which the participants in the workshop organized into groups representing their respective academic instructional areas. During these small group activities, the participants developed career education instructional units relevant to their assigned duties.

CONFERENCE ON CAREER EDUCATION AND THE AMERICAN INDIAN  
UNIVERSITY OF SOUTH DAKOTA, VERMILLION, SOUTH DAKOTA  
MAY 27 - 28, 1976

Staff Members Attending Conference: Cameron, Renner

The program included six main speakers. Each speaker focused on a specific area of the Indian community. Implications for career education among Indian students were discussed. At the conclusion of each presentation, those in attendance divided into preassigned discussion groups for an analysis of the presentation.

Mr. Hershel Sahmaunt, Coalition of American Indian School Boards, Denver, Colorado, addressed the issue of "Implications of Career Education for School Boards." Other featured topics included: "Implications of Career Education for Social Welfare," by John H. Compton, Social Worker, University of Denver; "Implications of Career Education for Community Education," by Ms. Arlene Marshall, Eagle Butte, South Dakota; "Implications of Career Education for Development of Small Indian Business," by Ms. LaVerne Heiter, Designer of Indian Originals, Rapid City, South Dakota; "Implications of Career Education for American Indian Women," by Ms. Robbie Ferron, Attorney, Rapid City Public Schools, Rapid City, South Dakota; and "Implications of Career Education for American Indian Men," by Richard Wilson, President, Management Group, Inc., Albuquerque, New Mexico.

On the evening of May 27th, the featured banquet speaker was Ms. Alice Paul, Coordinator of Educational Development, Center for Educational Research and Development, University of Arizona. She spoke on the subject of the trials and tribulations of the American Indian in the public schools.

The sixteen participants whose duties were at the elementary school level worked under the guidance and supervision of Mr. Marvin Buzzard, University of South Dakota; Mrs. Harriet Quail, Sturgis Public Schools; and Mr. Tommie Renner, South Dakota Career Education Project. The supervisors gave a presentation on the philosophy of career education and methodologies for implementing career education in the elementary school curriculum. The participants were then divided into three groups for the purpose of developing instructional units to be used in their classrooms during the next academic year. A day was devoted to assessing the instructional units. Most of the participants wrote at least two instructional units.



STATE PLAN ON CHILDREN AND YOUTH  
EMPLOYMENT TASK FORCE MEETING  
PIERRE, SOUTH DAKOTA - JUNE 17-18, 1976

STAFF MEMBER ATTENDING: TOMMIE RENNER

The meeting of the Employment Task Force for the State Plan on Children and Youth under the direction of Mr. Doug Herzog was called to order by the introduction of task force members.

Task Force members in attendance were:

Jim Anderson, Youth Activities Director  
Northeast South Dakota Community Action Program  
Sisseton, South Dakota

Roger Bamsey, Area Manpower Planning Board  
South Dakota Department of Labor  
Pierre, South Dakota

John Cournoyer, Recruiting Coordinator  
Youth Conservation Corps  
South Dakota Department of Labor  
Pierre, South Dakota

Barb Fierro, Director  
Rapid City Girls Club  
Rapid City, South Dakota

Anne Floden, President-Elect  
South Dakota Personnel and Guidance Association  
Pierre, South Dakota

Dwight Pogany  
South Dakota Jaycees  
Pierre, South Dakota

Paul Rehfuss  
Job Service Employment Counselor  
South Dakota Job Service  
Yankton, South Dakota

Tommie Renner  
South Dakota Career Education Project  
Dakota State College  
Madison, South Dakota

Clayton Southwick, Summer Program Director  
Neighborhood Youth Corps  
South Dakota Job Service  
Aberdeen, South Dakota

A brief overview was given by each member as to their duties and programs.

The first session was spent discussing the values of the present youth employment programs. It was agreed that, for all practical reasons, the present programs were inadequate. Most of them were aimed at deprived or underprivileged youth and little or no consideration was given to youth not included in these two categories. There also appears to be more funds than participants and this causes some problems in respect to work attitude on the part of both the employee and employer.

In conclusion, the need to retain present programs was evident but there were suggestions to promote the cooperation of civic groups in finding or developing useful work and meaningful experiences in the world of work. The objectives of the program should be aimed at supporting present programs and developing new programs for those children and youth not included because of the criteria for participation in present programs.

The second session was spent discussing the need for and value of career education. An important issue was the matter of where the responsibility for career education should rest: with the public schools, with government programs, or civic groups, etc. There was a concern on the part of some of the members that if career education was implemented in the schools, present programs would be sacrificed in order to include career education. This concern was alleviated after a discussion of the nature of career education and how it could be infused into existing programs without curtailing those programs.

The meeting closed with the Task Force on Youth Employment unanimously agreeing that the following recommendations be given top priority for the State Plan on Children and Youth:

1. Present programs should be continued and expanded.
2. Career education should be promoted and supported at all levels of education.

3. In pursuing recommendations 1 and 2, there should be cooperation and involvement between all federal, state, and local government agencies with civic and community organizations, and with profit and non-profit business organizations.

15. Report Abstract: Prepare a brief abstract of this report for use in communication with other career education practitioners and the general public. Abstract shall include all items under No. 1, Nos. 1-8 above, and a brief summary of information under items 9-12 and 14 above. Abstracts shall be no longer than 1,000 words.

Numbers 1-8 are written out.

The purpose of the South Dakota career education project was to establish demonstration centers for the development and advancement of K-12 career education in South Dakota. It was intended that these demonstration centers would serve as the national model for the delivery of career education services. The major objective was to provide a program of inservice education and curriculum enrichment for the staffs and students of 10 demonstration school systems. The following specific objectives were met: 1) Provide an inservice program in career education concepts for teachers, counselors and administrators; 2) Provide K-12 students with insights into themselves, the eight areas of awareness and equip them with decision making skills; 3) provide career education demonstration components for the faculties and the students of three teacher training colleges and provide career education teaching experiences for cadet teachers; 4) provide a program for developing community awareness of career education, enabling it to become a high priority in each school system; 5) provides support services in research and for the dissemination of career education materials; 6) provide a method of evaluation of the project.

The project did not generate internal evaluation data in compliance with the two-part evaluation plan which was part of the approved project proposal. The South Dakota career education project was required to have its program and activities evaluated by an external evaluation agency. The external

evaluation had two purposes: 1) to inform staff members of the strengths and weaknesses of the program, and to obtain suggestions for improvement in terms of the future direction of the project; and 2) to fulfill evaluation requirements and commitments of the project. After considering the needs of the project, as well as the available evaluation services in the upper midwest region, the staff choose the educational research and service center of the University of South Dakota to perform the external evaluation.

The proposed evaluation presented to the staff on April 30th by Dr. Gullickson was to be a product evaluation consisting of three categories: 1) project status; 2) accomplishments; and 3) effect. The first category dealt with data available from the project, and data from the schools as to the previous experience with career education, at the time the project initiated its activities. The second category dealt with data to determine what had been done by the project in the schools. The third category of data dealt with the overall effect of the project, specifically, where changes had been or would have been made because of the projects programs. The external evaluators agreed to include in their report an evaluation of the projects curriculum materials collection. An initial report was mailed to the project on June 25th. The final report was received on June 30th. It may be concluded on the basis of the aforementioned factors that the evaluation phase of the project was not given proper attention or emphasis.

There were a myriad of problems experienced during project activities for 1975-76: a) In the first place, the initial award notification from Washington was not received until July 19, 1975. This necessitated a delay in expenditure authority approval request with the legislative appropriations committee. At the appropriations committee meeting the first week in September, the project was placed in abeyance because the on site location was not resolved. At this point, the project approval became a political issue



and bounced back and forth like the proverbial "football". Of course, personnel specifications had been written for positions and approval of these positions lapsed in the delay between presentation and approval by the legislative appropriations committee finally in November. Therefore, personnel specifications had to be resubmitted and the entire process gone through which resulted in full time staff not being hired until December 16, 1975. This produced an unconscionable delay in the start of program activities.

b) There was insufficient orientation in the ten school systems selected as demonstration centers; specifically, the initial orientation in the schools did not specify sufficient detail the nature of the South Dakota career education project, its objectives, the role of the project staff in the schools, the use of career education materials, and most importantly, the exact nature of the 15 hour block in inservice and the exact obligations of teachers participating in the inservice program.

c) There was insufficient communication between the project and the administrators in the ten school systems in terms of the role of the schools in the project and the projects expectations of the school administrators.

d) There was a lack of community awareness in career education in the school communities. There was no contact by project staff of school boards, parent teachers associations, civic organizations or state agencies (e.g., Job Service or vocational rehabilitation).

e) There was no contact with local media in the communities of the ten demonstration school systems to explain career education and publicize the project, or publicize the activities of teachers participating in the project.

f) A newsletter explaining project activities and sharing career education news and activities within the cooperating school systems was not published. It should be pointed out that the project had initiated planning to publish a newsletter but the unreasonable delay by USOE in announcing refunding caused a postponement of these plans.

g) There was a lack of proper coordination between staff and activities of the Madison office project and the staff member located at Black Hills State College at Spearfish, South Dakota.

h) The project never obtained internal evaluation data in order to assess its strengths and weaknesses.

One special objective of the South Dakota career education project was to review, collect and disseminate information about career education instructional materials. During the winter and spring of 1976, the project staff was engaged in reviewing and ordering from publishers a wide variety of instructional materials, K-12. This curriculum library was housed in 312 Heston Hall at Dakota State College. The library of curriculum materials was extensively used by teachers in the ten demonstration school systems. This library includes the following types of instructional materials: professional books, monographs, research reports, curriculum guides, instructional units, films, filmstrips, evaluation instruments, preservice and inservice materials for teachers and multi-media instructional packages (sound filmstrips, interview cassettes, games, activity sheets, manuals, workbooks, etc.) for various grade levels and school subjects. An Annotated Bibliography, (South Dakota Career Education Project: An Annotated Bibliography of Curriculum Materials, Part I) was published in June, 1976. An addendum to Part I was also published in mimeograph form during the same month. Through the Department of Education and Cultural Affairs, Office of the Secretary, these materials have been and will be made available on a loan

basis to teachers, counselors, administrators, and college professors throughout the state of South Dakota. The permanent materials collection will eventually be housed in the new South Dakota State Library.

LIST OF DEMONSTRATION K-12 SCHOOLS

|                                   |                                               |
|-----------------------------------|-----------------------------------------------|
| <u>School District</u>            | Andes Central No. 103                         |
| <u>Location</u>                   | Lake Andes, Charles Mix County, SD            |
| <u>FTE Administrators</u>         | 4                                             |
| <u>FTE Teachers</u>               | 35.2                                          |
| <u>Grades in System</u>           | K-12                                          |
| <u>Enrollment</u>                 | 589                                           |
| <u>Enrollment Characteristics</u> | Some minority and handicapped students.       |
| <u>Other Characteristics</u>      | Site of Title IV Program in Indian Education. |
|                                   |                                               |
| <u>School District</u>            | Belle Fourche Ind. No. 26                     |
| <u>Location</u>                   | Belle Fourche, Butte County, SD               |
| <u>FTE Administrators</u>         | 5                                             |
| <u>FTE Teachers</u>               | 71                                            |
| <u>Grades in System</u>           | K-12                                          |
| <u>Enrollment</u>                 | 1,416                                         |
| <u>Enrollment Characteristics</u> | Some minority and handicapped students.       |
|                                   |                                               |
| <u>School District</u>            | Beresford Ind. No. 68                         |
| <u>Location</u>                   | Beresford, Union County, SD                   |
| <u>FTE Administrators</u>         | 3                                             |
| <u>FTE Teachers</u>               | 56.7                                          |
| <u>Grades in System</u>           | K-12                                          |
| <u>Enrollment</u>                 | 878                                           |
| <u>Enrollment Characteristics</u> | Some handicapped students.                    |
|                                   |                                               |
| <u>School District</u>            | Bon Homme Ind. No. 96                         |
| <u>Location</u>                   | Tyndall, Bon Homme County, SD                 |

DEMONSTRATION K-12 SCHOOLS  
Page 2

|                                   |                                         |
|-----------------------------------|-----------------------------------------|
| <u>FTE Administrators</u>         | 6                                       |
| <u>FTE Teachers</u>               | 65.5                                    |
| <u>Grades in System</u>           | K-12                                    |
| <u>Enrollment</u>                 | 1,072                                   |
| <u>Enrollment Characteristics</u> | Some minority and handicapped students. |

|                                   |                              |
|-----------------------------------|------------------------------|
| <u>School District</u>            | DeSmet Ind. No. 104          |
| <u>Location</u>                   | DeSmet, Kingsbury County, SD |
| <u>FTE Administrators</u>         | 2                            |
| <u>FTE Teachers</u>               | 36.5                         |
| <u>Grades in System</u>           | K-12                         |
| <u>Enrollment</u>                 | 590                          |
| <u>Enrollment Characteristics</u> | Some handicapped students.   |

|                                   |                                |
|-----------------------------------|--------------------------------|
| <u>School District</u>            | Freeman Ind. No. 112           |
| <u>Location</u>                   | Freeman, Hutchinson County, SD |
| <u>FTE Administrators</u>         | 5.6                            |
| <u>FTE Teachers</u>               | 34.4                           |
| <u>Grades in System</u>           | K-12                           |
| <u>Enrollment</u>                 | 673                            |
| <u>Enrollment Characteristics</u> | Some handicapped students.     |

|                           |                                    |
|---------------------------|------------------------------------|
| <u>School District</u>    | Hot Springs Ind. No. 10            |
| <u>Location</u>           | Hot Springs, Fall River County, SD |
| <u>FTE Administrators</u> | 7                                  |
| <u>FTE Teachers</u>       | 57                                 |
| <u>Grades in System</u>   | K-12                               |
| <u>Enrollment</u>         | 1,192 52                           |



DEMONSTRATION K-12 SCHOOLS

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Enrollment Characteristics

Other Characteristics

School District

Location

FTE Administrators

FTE Teachers

Grades in System

Enrollment

Enrollment Characteristics

Some minority and handicapped students.

Site of the Career Realization Project (Appendix A)

Parkston Ind. No. 82

Parkston, Hutchinson County, SD

3.3

61

K-12

1,117

Some handicapped students.

School District

Location

FTE Administrators

FTE Teachers

Grades in System

Enrollment

Enrollment Characteristics

School for the Deaf

Sioux Falls, Minnehaha County, SD

5

24.9

K-6 and Ungraded

120

All students have hearing handicaps.

School District

Location

FTE Administrators

FTE Teachers

Grades in System

Enrollment

Enrollment Characteristics

Todd County Ind. No. 1

Mission, Todd County, SD

11

114.5

K-12

1,854

Primarily American Indian students.

DEMONSTRATION SCHOOLS, NUMBER OF TEACHERS IN EACH SCHOOL,  
AND NUMBER OF TEACHERS CONTACTED BY PROJECT STAFF

| <u>Name of Schools</u>        | <u>Number of<br/>Teachers</u> | <u>Teachers Contacted<br/>by Project Staff</u> |
|-------------------------------|-------------------------------|------------------------------------------------|
| Andes Central No. 103         | 35                            | 18                                             |
| Belle Fourche Ind. No. 26     | 71                            | 65                                             |
| Beresford Ind. No. 68         | 57                            | 12                                             |
| Bon Homme Ind. No. 96         | 65                            | 55                                             |
| DeSmet Ind. No. 104           | 36                            | 26                                             |
| Freeman Ind. No. 112          | 34                            | 30                                             |
| Hot Springs Ind. No. 10       | 57                            | 22                                             |
| Parkston Ind. No. 82          | 61                            | 19                                             |
| S. Dakota School for the Deaf | 25                            | 6                                              |
| Todd County Ind. No. 1        | 114                           | 46                                             |
|                               | <hr/>                         | <hr/>                                          |
| Total                         | 555                           | 299                                            |

SUMMARY OF THE ACTIVITIES OF THE SOUTH DAKOTA CAREER  
EDUCATION PROJECT IN THE DEMONSTRATION SCHOOLS

### ANDES CENTRAL

The Andes Central School District was first contacted by the Career Education Project staff on January 12, 1976. The meeting was attended by William Carda, Superintendent; Roland Nepodal, high school principal; L.B. Lehr, elementary principal; Garry Dingsor, school counselor; and Project staff members Duane Anderson, Richard Cameron, and Dalton Williams. Topics discussed at this meeting were the purpose and objectives of the South Dakota Career Education Project, the status of Career Education within the school system, staff attitude and knowledge, classroom implementation, and the extent to which the district would like to participate in the program.

The school system had been exposed to the career education concept by the Watertown Career Education Program and were currently involved with the VIEW Project. The counselor had conducted career education activities in grades 2, 3, 4, 6, 7, 8, 9, and 11, with plans to continue these activities and add the involvement of the 5th grade for the second semester. The home economics teacher was using the "Career Cluster Inventory" and had done some work in values clarification. These career education activities were not an integrated part of the academic curriculum but presented as separate classes.

The school representatives refused to make any commitment to participate in the Project's planning in-service program. They did, however, state that they would want a brief workshop to review career education concepts if they did decide to participate.

The counselor called the Project office on January 16, 1976, requesting an after-school presentation on January 27th. He stated that there were eleven staff members interested in participating in the Project.

Project staff members Anderson and Williams gave a large group presentation for 18 teachers on January 27th. The presentation consisted of an oral overview of the scope and spectrum of the South Dakota Career Education Project, supported with general information handouts, a slide presentation on implementation, and a discussion of career education teaching methodology.

Following the introductory presentation, staff members Anderson, Renner, and Williams made ten visitations, individually and in pairs, to the school during the remainder of the school term. These visitations were made to provide consultation in developing and implementing career education activities, share career education materials with the school's teachers, assist and direct the writing of career education units, and to promote acceptance and good will toward career education and the endeavors of the Project.

The end product of this experience consisted of seven units, of very good quality, for the Project's files. However, the development of a community resource guide, the appearance of career education bulletin boards, and request for consultation in curriculum development and materials were indicative of a growing interest and awareness of career education spreading throughout the system.

During the course of the visitations the staff members had the opportunity to visit with the school administrators. The visits were beneficial to the progress of the Project, as many questions were answered and ideas shared that removed the barriers and reluctance to become involved that had prevailed during the previous meetings.

The closing of the school at the end of the academic year was as rewarding to the staff members as it was to the graduating seniors. Several teachers apologized for not becoming involved and expressed a sincere desire to see us next year, as they wished to use career education activities in their areas. The



superintendent requested a visit during the summer to meet with the school board and possibly some civic groups to promote the career education program.

To summarize the consensus of the teachers' they were pleased with services the staff had provided and appreciated the interest and concern shown by the staff's willingness to work with them in small groups and on a one-to-one basis. They agreed that much had been accomplished, but that they would need more assistance in order to develop a program of any continuity. The opportunity to provide a meaningful approach, recognizable to the student, to the various courses taught was of interest to all.

## BELLE FOURCHE

The initial contact with Belle Fourche was made by Mr. Cameron on December 15, 1975. Mr. Cameron met with Mr. Joseph Keegan, Superintendent; Mr. Jim Wright, Elementary Principal; Mrs. Jean Dahlinger, Middle School Principal; Mr. Bob Caflisch, Guidance Director; and Mr. Ron Eliason, President of the School Board. Mr. Cameron explained the Project and the career education concept.

Belle Fourche had reservations about a program that would consist mainly of workshops. They requested that packets of information be distributed to their teachers. Flexibility was stressed at the meeting and our program was expected to adjust to Belle Fourche's needs easily.

Mr. Cameron contacted Superintendent Keegan on January 20th to bring him up-to-date and finalize arrangements for getting information to the teachers.

On February 10th, Mr. Cameron attended the Belle Fourche administrators meeting and provided them with the material they requested for their teachers. Mr. Keegan indicated that he was not sure Belle Fourche would participate.

Mr. Cameron met on February 11th with Mrs. Kathryn Giacometto and Mr. Bob Caflisch, both guidance counselors, and they urged that the program be implemented.

Two further meetings were held with Belle Fourche personnel in February, but no commitment was forthcoming. On February 19th, Mr. Cameron met with a steering committee. The committee was unanimous in a desire to begin. However, no official commitment came from the Belle Fourche administration until March 5th when Mr. Caflisch and Mr. Cameron made final arrangements for in-service to begin. This could not take place until March 31st.

On March 31st, the initial presentation was made to the Belle Fourche teachers. Mr. Cameron made the presentation and felt it was not overly successful. The reception by the teachers was very moderate.

Mr. Cameron spent April 1st, 2nd, and 5th in the Belle Fourche schools trying to interest teachers in the Project. Of the sixty-five who attended the presentation only sixteen agreed to work with the Project (of this number fourteen finished).

On April 8th, Mr. Cameron presented the first in-service to Belle Fourche teachers. The first session was held at the South Park School. Awareness and use of community resources were the main topics. The teachers were very responsive and the in-service program was much more successful than the initial presentation.

During April and May Mr. Cameron made six major in-service presentations and visited several classes in the Belle Fourche schools. The in-service programs followed the national model of awareness (elementary), exploration (junior high), and specific exploration and "hands on" (high school). The concept of the work ethic was stressed throughout and use of community resources was emphasized.

Three hours of in-service time was spent on developing units and lessons using the career education concept. The Belle Fourche teachers turned in fourteen units to the Project when the in-service was completed.

Mr. Cameron was the only consultant to work at Belle Fourche and the West River area except for the Winner workshop. This did lessen the impact of the Project, and with the late start of the Project, made completion of Project activities difficult. The results at Belle Fourche were encouraging as only two of the people who began the in-service failed to complete it. In the classes that Mr. Cameron observed, the teachers in the Project were readily adapting and using career education techniques to their and the students benefit.

60

BON HOMME INDEPENDENT SCHOOL DISTRICT

The Bon Homme Independent School District consists of attendance centers at Tyndall (K-12), Springfield (K-12), Tabor (K-8), and three rural attendance centers. The system consists of 58 classroom teachers and 1,024 students.

The school administration (superintendent, principals, and counselor) was initially contacted December 11th about Bon Homme's participation in the Project. The discussion focused on career education in general, the status of career education in the school district, what career education activities had been conducted in classrooms and with teachers in-service, what difficulties had been encountered, what the South Dakota Career Education Project had to offer, and what would be the best approach for the Project staff to use. The school administration agreed to contact the Project staff when released time was available for an all-faculty in-service program.

In January, Larry Lyngstad, school counselor, called Madison to indicate that February 18th had been reserved for an afternoon career education in-service presentation. About 60 faculty, administration, and staff members were present for the two-hour presentation which consisted of an introduction to the South Dakota Career Education Project, the completion of a faculty questionnaire, a viewing of the film, "How A Career Develops," a review of some basic ideas about career education, a slide presentation of a sample career education unit, suggestions for career education implementation, an explanation of the 15 hour in-service program, and a display of sample career education materials. The teachers wanted two or three weeks before they made any commitments.

In March two staff members returned to Tyndall to discuss with Lyngstad the possibilities that would be most effective and most convenient for the faculty and the Project staff. The consensus of the interested teachers was that there was not enough time left during the school year to get actively involved and they desired to have two full days of in-service May 24th-25th.



Page -

characterized by reciprocal hostility, career education which involved community contacts was not possible at the present time. Mr. Brown indicated that he wished no further involvement for himself in the Project but Dr. McElroy was free to visit the school if he wished. Dr. McElroy concluded that the Project was likely to have a difficult time being successful in Beresford Elementary School.

On February 18th, Dr. McElroy met after school with four teachers representing grades 1-2. This session focused on means of introducing economic education in the social studies curriculum at this grade level, with specific attention to how career education may be integrated into such classroom work. Two of the teachers indicated interest and a desire to complete the program. On March 16th, and April 2d, 8th, and 15th, Dr. McElroy met with the primary teachers. Meetings consisted of discussions of how to apply career education in their classrooms. Assistance was also rendered on how to write a career education unit.

On March 18th, Dr. McElroy met after school with four teachers representing grades 3-4. Specific application was made to career education in the intermediate grades. The teachers requested that Dr. McElroy meet with them individually on April 2d. These meetings were held and teaching plans for the remainder of the year were discussed. Dr. McElroy met with these teachers again on April 15th. On this date, the teachers indicated that they had no further time to participate in the Project's activities. They thanked Dr. McElroy for his efforts and cancelled any future meetings.

Of the original twelve teachers who started the program, only two teachers completed the requirements. The reasons cited earlier (paragraph 3) handicapped the Project in the Beresford schools, as did the lack of interest and support on the part of the elementary school principal.



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The first forenoon of the in-service workshop was spent viewing media presentations about career education, community involvement, implementation, and the teacher's questions. The afternoon was spend examining and analyzing the extensive amount of materials -- multi-media kits, curriculum guides, instructional units, guidance materials -- brought from the Project's curriculum materials collection. The last part of May 24th was spent discussing the teacher's own career education units they would write the next day. They were each given unit outlines to consider for the next day.

The second day was spent developing the units, analyzing, revising, and evaluating them. The completed units were collected and brought back to the Project office, where they were duplicated and copies returned to the teachers.

Because the workshop was held after school was out, there is no evidence of what was done in the classroom as a result of the South Dakota Career Education Project. However, as a result of our joint collaboration, there are five teachers and a counselor in the Bon Homme School District who each have a career education unit written for next year and who have a better understanding of career education and how to implement it into the existing curriculum, the importance of community involvement, and sources of career education materials. It was demonstrated that career education can be implemented into the existing curriculum, that there are resource people in their school district, and that local teachers can write career education teaching units.

About half of the Project's curriculum collection was brought to Tyndall. Half of the first day was spent by the teachers examining curriculum materials. When the teachers wrote their units the second day, they used the materials extensively for reference. The teachers also made a list of the names and addresses of the sources of materials they felt were particularly good and wanted to borrow next year or wanted the district to purchase. The teachers

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were particularly impressed with some of the multi-media kits and curriculum guides. They were so impressed with some of the materials they photocopied many of the teacher's guides and some of the materials in their entirety.

From the feedback after the workshop, it could be concluded that the teachers were very satisfied with the Project. They felt it had been a learning experience and helpful to begin some planning for next year. One of the teachers went so far as to say that he felt he had gotten more out of our two days than at some week long workshops he had attended. The teachers' only regret was that the University of South Dakota had scheduled a workshop for credit during our two days and that many of the teachers who wanted the career education workshop needed renewal credits, so had taken the USD workshop instead. It was hoped that such conflicts would not occur next year and that we would expand our activities in the district.

Plans for next year include following up on these units and involving more teachers, the administration, and the board of education, as well as the community.



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### DeSmet

The initial contact was made by Project staff with the administration in mid-December. The DeSmet teachers had two career education presentations by the Watertown Career Education Program last year, but had received no follow-up to these presentations so interest in career education was waning. There was more interest among the elementary teachers than secondary teachers.

The DeSmet administration was receptive to the career education staff making a presentation. An in-service meeting was scheduled for February 13th. Project staff presented an hour and one-half in-service for 30 teachers, both elementary and secondary, explaining the Project, showing a film, and a sample unit.

Project staff worked in two buildings, the elementary school and the high school, with a total of 15 teachers contacted. The involvement of these teachers was at different levels. Some just asked questions, some asked for materials to review, some used materials in their classroom, and one teacher produced a unit and used this unit in her class. Project staff made themselves available to the teachers at any level or degree of help that they wanted.

Materials were used in the classroom to the extent that the teachers want them back at the beginning of the next school year. The teachers said that the students responded very well to the kits supplied by the Career Education Project.

Feedback from the teachers was very positive. Some made the comment that it was nice to have somebody care what teachers were doing. Some commended the staff for supplying instructional materials. The teachers also said that career education staff were available more than just once and did not tell the teachers what they were and weren't to do.

The administrators were not involved in career education in-service activities, but were thankful to the career education staff for helping their teachers. They had some very good reports from the teachers on career education.

The teachers were told that career education materials would be available to them next year on a loan basis from the Career Education Project's curriculum materials collection.

There seemed to be a growing interest in career education as time passed. New teachers were asking questions each time Project staff visited the schools.

### FREEMAN

The initial contact was made by Project staff in mid-December. This meeting was with the school administration, counselor, and elementary librarian. Their career education exposure has been a workshop put on by the Watertown Career Education Program. They felt a re-introduction to career education was in order, so an in-service meeting was scheduled for the third Thursday in February, and the counselor was the main contact person.

The in-service meeting was held for 40 teachers in the school library. Career education staff explained the South Dakota Career Education Project, showed the film, "How A Career Develops," and demonstrated a sample unit on the garbageman.

Not too much interest in career education was shown because Freeman had just started a Teacher Corps phase and the teachers were very uninterested in anything new. They felt the Teacher Corps phase had been imposed on them, so they were very cautious of additional responsibilities being imposed on them.

Career education staff returned at a later date to spend time in the teachers' lounge, demonstrating career education instructional materials and making suggestions for implementing career education. Teachers asked questions and wanted to use materials but no one wanted to commit themselves to producing a career education unit. The counselor was very helpful. Career education staff made most of the contact with 10 teachers. All but one were secondary teachers.

Most of the staff time was spent in the high school. Career education staff spent a lot of time at the elementary school, but no interest was shown other than by the librarian. The elementary school principal did not manifest any interest in participating in the Career Education Project.

The career education instructional materials were well recieved and were used extensively by the teachers in the classroom. They are interested in using the materials the next school year and were inquiring how they might acquire them if the Project is not refunded. We informed them they would be available on a loan basis from the Department of Education and Cultural Affairs.

The Project believes that Freeman teachers are more receptive to career education now after seeing that our staff was there to help them in anyway possible. Interest in career education increased with each visit by Project staff. If the Project had not been delayed six months in initiating its school activities, it is probable that more interest in career education could have been developed in the Freeman schools.

## HOT SPRINGS

Mr. Cameron met with Mr. Dan Whitacher, Superintendent; Mr. Bill Kuhl, Guidance Counselor; and Mr. Steve Miller, Communications Coordinator, to make the initial contact at Hot Springs. Since Hot Springs already had a well developed program of career education, it was decided that Hot Springs could serve as an information base and its teachers would help the Project staff in developing programs in the other schools.

On January 28th Mr. Cameron reviewed the program with Mr. Bill Kuhl, who had coordinated the Hot Springs Project. Mr. Kuhl was most helpful throughout the period of time Mr. Cameron worked in Hot Springs. Mr. Kuhl outlined their program and method of unit development. The basic procedure was adopted by Mr. Cameron for use in Belle Fourche and Mission (Todd County).

Mr. Cameron also met with Mr. William Baldwin, High School Principal, and Mr. Charlie McGaw, Middle School Principal. They were very helpful in pointing out the success of career education in their respective schools. They felt a very positive impact because of career education.

One of the teachers, Mr. Tom Clementson, showed Mr. Cameron some units and methods he used in integrating career education in his math program.

Arranged with Mr. Kuhl to begin in-service in Hot Springs Schools March 17th. The South Dakota Career Education Project was presented to interested teachers and 18 teachers decided to participate. Mr. Bill Kuhl assisted in the presentation. Of those teachers who began, eleven finished. Most of these teachers were very experienced in career education. It was suggested again that some of the staff come from the Project Center at Madison to observe the results of the Hot Springs Career Education Project.



Mr. Cameron observed two classes the following day. Ms. Connie Elston taught an 8th grade English interaction class. This class had a heavy emphasis on awareness and decision making beside group cooperation. Ms. Elston's handling of the class was most effective.

The other class visited by Mr. Cameron was a geometry class taught by Mr. Tom Clementson. The class used the surveyor's instrument to re-layout the football field and measure the height of the flag pole. They then determined the proper length for attaching support wires. This class was also most effectively handled.

The second in-service at Hot Springs was held on March 30th. Discussion was centered on unit development and use of community resources. Ms. Margaret Winterberg's sophomore English class was observed. The lesson was grammar and the text was a business English book. The practical application of English to the business world was excellent.

The next in-service at Hot Springs was April 21st. The Hot Springs teachers shared their ideas on unit development. The possibility of developing interdisciplinary units was discussed. Mr. Cameron accompanied a fifth grade field trip to two different grocery stores. The teachers had prepared the students well and the people at the grocery stores were also well prepared to handle questions and present their business.

On Tuesday, May 11th and Wednesday, May 12th, Mr. Cameron visited classes in the Hot Springs system. It was evident that the Hot Springs Title III Career Education Grant had paid many dividends as evidenced by the classes visited. In all rooms there seemed to be a very strong evidence of "activity" learning.

Two elementary science classes were most interesting. In one class, students were introduced to the concept of classification by classifying themselves (they could not talk during the classification exercise). One student would do the classifying and would put everyone of a certain type together (i.e., everyone wearing glasses). Each student took a turn. Then the teacher asked them about classifying plants, animals, and who would do this and why.

In a junior high English class eighth grade students were studying debate. Not only were the formal skills of debate taught and practiced, but also what professions use the skills of persuasive speech.

Other classes included math, social studies, and typing. The benefits of career education can be seen in nearly all classes. Relating the world of work to classroom activity seemed well integrated and continuous. The identification with people in the world of work was very strong.

At 3:30 Wednesday, May 12th, a short meeting was held with the teachers who were ready to turn in their units.

Throughout the in-service Mr. Bill Kuhl was most helpful in coordinating the activity. He gave a lot of time and made the Project successful at Hot Springs.

## PARKSTON

Dr Willa Huser, Richard Cameron, and Duane Anderson of the South Dakota Career Education Project made initial contact with the Parkston School District on December 11th, 1975. J.A. Moen, Superintendent; Robert Boone, high school principal; Claude Miller and Fred Aderhold, elementary principals; Dan hills, secondary counselor; and Bill Smith, elementary counselor, were the school district's representatives at the meeting.

The Project staff were informed that the school district's teachers had been exposed to career education by an in-service workshop sponsored by the Watertown Career Education Program. They expressed dissatisfaction with the experience, stating that the workshop dealt with too much theory and provided no follow-up for actual classroom implementation.

The Parkston system had some career education materials, such as multimedia kits, manuals, and the "World of Work" instructional units, which are at the disposal of the teachers. The representatives of the district expressed a need for individual and small group curriculum development assistance and a consultant service on a regularly scheduled basis.

The meeting ended with the staff accepting an offer to participate in their in-service day on January 26, 1976. There was also a request for a visitation to the schools prior to the in-service meeting.

The in-service day allowed no opportunity for the staff to make any type of a group presentation. Time was provided to allow the teachers to visit with the staff members in the teachers' lounge at some time during the day. The staff received several commitments for further participation and a date was set for February 10, 1976 for the next visit. This date had to be changed, due to weather conditions, to March 10, 1976.

During the time period from March 10th through May 5, 1976, seven visits were made to the Parkston and Dimock schools. Staff members making these visits, individually or in pairs, were Duane Anderson, Tommie Renner, and Dalton Williams. The visits were made to provide curriculum consultant services and to share career education materials with the interested teachers of these schools. Of those teachers that the staff worked with, six chose to participate in the Project's 15 hour in-service program.

The fact that the school system was involved in an extensive evaluation program hampered the extent of involvement with the Career Education Project. The administrators and counselors were, however, very cooperative and considerate of the Project's efforts. Bill Smith, elementary counselor, was chosen to serve on the Project's Advisory Council through the recommendation of the superintendent.

At the close of the school year's activities, the staff was questioned as to the Project's program for next year and if Parkston would be included. They desired some summer exposure, such as contacting the school board and local civic groups to encourage community and school involvement for the 1976-77 school year.

### SCHOOL FOR THE DEAF

The South Dakota School for the Deaf in Sioux Falls had been working in the area of career education prior to its affiliation during 1975-76 with the South Dakota Career Education Project. During 1974-75, the School for the Deaf was awarded a grant from the State Division of Vocational and Technical Education for the purpose of developing career oriented resource curriculum materials for deaf education. In-service meetings were held weekly during the year. Instructional units for grades K-12 were developed and tested during the school year. This Career Awareness Project culminated in the publication of a resource guide entitled GOALS: CAREER EDUCATION CURRICULUM GUIDE K-12, SOUTH DAKOTA SCHOOL FOR THE DEAF. This resource guide has been distributed nation-wide.

The initial contact between the School for the Deaf and the South Dakota Career Education Project was made on December 12, 1975. Preliminary discussions were held on how the Project might work in the school during the remainder of the academic year. Dr. Derwyn McElroy, who joined the Project staff in mid-January, was assigned responsibilities for coordinating Project activities in the school. On February 5th, Dr. McElroy met with the principal and the instructional supervisors for an orientation meeting and discussion of how the Project could assist in the continued development of career education in the School for the Deaf. On March 3d, five Project staff members spent the day at the school visiting classes, conferring with teachers and administrators, viewing career education video tapes, and discussing future career education activities.

Mr. Ray Olson, principal of the School for the Deaf, requested that Dr. McElroy begin working with new faculty members who had not participated in the 1974-75 project. On March 31st, an orientation meeting was held with five new faculty members to discuss the Project and plan in-service meetings for the remainder of the year.



Beginning April 7th, and each Wednesday thereafter during the months of April-May, Dr. McElroy spent the day in individual conferences with the five teachers involved. These conferences involved discussions of what the teachers had planned for their classroom instruction during the remainder of the school year and how career education could be incorporated into such instruction. Additionally, teachers identified topics in order to develop instructional units for inclusion in the GOALS resource guide. As the in-service program progressed, individual conferences were devoted to defining, refining, and analyzing the units that the teachers were preparing. Three units were produced; a unit on the cultural study of Africa for inclusion in the primary program; three teachers produced a unit on first aid for inclusion in Grades 3-4; and a unit on the clerk typist was produced for inclusion in the business education program.

The cooperation of Mr. Olson, Mr. Delbert Erickson, secondary instructional supervisor, and the five teachers involved in the in-service program was exemplary. It was a distinct professional privilege for the Project to have had the opportunity to work in the School for the Deaf.

### TODD COUNTY (MISSION)

On December 16th Mr. Cameron met with Mr. Glen Barnes, Superintendent; Mr. Charles Maxon, Senior High Principal; Mr. Marvin Pickner, Director of Elementary Education; Mr. Myron Longden, Guidance Counselor, for the initial contact. Because of scheduling problems they did not know for sure when they could begin the Project, but were enthusiastic and hoped for success.

Throughout January and February Mr. Cameron talked with Superintendent Barnes several times by phone and also corresponded by mail. No in-service could be arranged until the Winner workshop held on March 15th.

Very few Mission elementary teachers attended the Winner workshop March 15th. Nearly all the secondary teachers were there and from this group 10 agreed to take part in the Project. No elementary teachers participated in the Project. Project staff members conducting the Winner workshop were: Mr. Duane Anderson, Mr. Dalton Williams, Mr. Tommie Renner, and Mr. Richard Cameron. These staff members worked the next day to develop interest in the Mission schools.

On March 29th, Mr. Cameron presented the first in-service for Todd County teachers. Ten teachers attended the first in-service meeting. This meeting was primarily concerned with implementation and the use of community resources. The Hot Springs unit model was given to the teachers as a guide if they wished to use it.

Tuesday, April 20th, was the next in-service at Mission. Seven teachers were present. Emphasis was on awareness and integrating career education into units. Two methods were discussed: using career education materials and ideas as the center of a unit and using the same as supportive material for a subject unit. Problems of instilling the "work ethic" in Indian children were also discussed.

The next in-service at Mission was May 5th. Various unit types were compared and methods of improving career education for Indian students was discussed. Mr. Cameron informed the teachers of the workshop to be held at Vermillion May 27th

and 28th on "Career Education for Indian Students."

The next day Mr. Cameron visited four classes at Mission. The classes were two home economics, one art, and one woodworking. These teachers were using the units they had developed.

Thursday, May 20th, was the last in-service in Mission. Six teachers completed the Project and the units were collected. Mr. Cameron met with each teacher individually for one hour to review results.

SUMMARY OF THE ACTIVITIES OF THE SOUTH DAKOTA CAREER  
EDUCATION PROJECT IN THREE TEACHER TRAINING COLLEGES

### AUGUSTANA COLLEGE

On January 29, 1976, Dr. Huser and Dr. McElroy visited the campus of Augustana College in Sioux Falls. They held a lengthy meeting with Dr. Tom Killian, Executive Vice President of Augustana College, and Dr. Oscar Oksol, Chairman of the Department of Education. Dr. Killian was especially interested in the Project, inasmuch as he was the Secretary of the Department of Education and Cultural Affairs at the time the grant proposal for the Project was written. His cooperation during the Winter and Spring was exemplary. This meeting included a discussion of how Dr. McElroy, the Project staff member designated to coordinate activities at Augustana, should proceed with orienting Augustana faculty to the concept of career education. Dr. Oksol suggested that Dr. McElroy should be included on the agenda of the February meeting of all departmental chairmen at the college in order to: (1) explain the South Dakota Career Education Project; (2) discuss the rationale and nature of career education; (3) review how a career education component might be infused into the pre-service teacher education program at Augustana; and (4) attempt to secure support for the Project, as it was expected that there would be doubts and suspicions as to whether career education should be included in the program of a basically liberal arts college. Dr. Killian was most helpful in arranging for Dr. McElroy to be included on the agenda of the afore-mentioned meeting.

On February 18th, Dr. McElroy met with Dr. William R. Mathews, Vice President for Academic Affairs, to discuss the Project. Dean Mathews reserved forty-five minutes on the agenda of the departmental chairmen's meeting for a discussion of career education and the nature of the Project at Augustana College. Dean Mathews indicated his support for the Project but indicated that there were many faculty members who would not be supportive of the career education concept.



On February 20th, Dr. McElroy addressed the monthly meeting of the departmental chairmen. He discussed his philosophy of career education, emphasizing that career education did not seek to replace the traditional function of intellectual training in the schools. The nature of the Project was explained. It was Dr. McElroy's impression that the talk was well received.

On March 4th, Dr. McElroy met with Dr. Oksol to discuss means of implementing career education in the Department of Education's pre-service teacher education program. Dr. McElroy indicated that he wished to begin a series of individual conferences with faculty in the Department of Education in order to discuss collaborative efforts to introduce career education into their classrooms. Dr. Oksol was insistent that prior to such individual meetings, Dr. McElroy should first address the entire departmental faculty at their next regularly scheduled meeting. This meeting was still one month in the future (April 5th). Dr. Oksol's point was important and supported by Dr. McElroy. The meeting was seen as a means to secure the Department's approval, thus setting up the basis for the series of individual meetings.

On April 5th, Dr. McElroy addressed the Education faculty. This talk also focused on career education's role within the total school program and emphasized that intellectual goals were still the paramount function of American schools. Further, he discussed how he could work with individual faculty in order to introduce prospective elementary and secondary school teachers to the concept of career education. While Dr. McElroy received support for his work in career education at the South Dakota School for the Deaf (the Department of Education has a program in Deaf Education and maintains a close working relationship with the School for the Deaf), very little interest in career education was indicated by the Education faculty.

Dr. Oksol suggested that the Project's program should begin on a modest scale. He indicated that Dr. McElroy could begin working Fall semester, 1976, in the undergraduate course in Methods of Teaching Elementary Social Studies. This course is required of all elementary education majors. Dr. Oksol indicated that work could begin in the Summer with the instructor of this course to prepare materials for inclusion in the course. Due to the fact that the Project was not refunded, this work did not commence.

It should be pointed out that the Project activities at Augustana College were seriously affected by the fact that the Education Department was involved in an NCATE evaluation during the Winter and Spring of 1976. Preparation for the visitation of the evaluation team took precedence over other concerns and projects in the thinking of administrators.

## BLACK HILLS STATE COLLEGE

The initial contact at Black Hills State College was made by Mr. Richard W. Cameron, Coordinator. Mr. Cameron met with Dr. Ken Halsey, Vice President of Academic Affairs, Dr. Bill Crosswait, Director of Clinical Experience, and Dr. Lincoln Henry, Chairman of Education and Psychology Department to explain the program. Arrangements were made for office space and tentative plans were made to begin the pre-service function at Black Hills State College. The college was enthusiastic about beginning the Project as quickly as possible. Dr. Henry was most insistent that the Coordinator arrive on campus before the second semester began in January. However, Mr. Cameron was unable to arrive until January 19th. The problems in implementation of the Project at the Madison office were responsible for the delay.

Once the Coordinator was established at the college, the pre-service function was begun. The first few days were spent setting up the office and accounts. Considerable time was spent with Dr. Henry discussing the best ways to implement the program. On Thursday, January 22nd, Mr. Cameron met with the Education and Psychology faculty to explain the program and how the Project was to function. The faculty were very cooperative and arrangements were made to present material to some of the classes and the intern teachers.

A bibliography of career education materials available in the resource center was made. This information was made available to the faculty and later to the students and intern teachers.

Time was spent with Dr. Henry concerning the possibility of having a career education workshop during the summer school sessions. Dr. Huser confirmed strong interest and approved planning for the workshop. It was suggested that perhaps two workshops could be conducted and again Dr. Huser gave approval to plan for two workshops.

On January 27th the first three-hour session was spent with the intern teachers. The concept of career education was covered and basic method and methodology. The interns were familiarized with the South Dakota Career Education Project and the schools involved. A total of 27 intern teachers took part in this workshop.

At a conference with Dr. Henry on January 30th, dates were set for the summer workshops: June 14-16 and July 19-21 (changed later to July 26-28). Dr. Huser approved the dates.

Several days were spent drawing up a model for the summer workshops. This model was sent to Dr. Huser for staff revision and finalization on Friday, February 13.

One of the teacher interns, Mr. Larry D. Nelson, was submitted as a candidate for the Advisory Council. He was selected and participated in the Advisory Council meeting in Pierre on February 26th.

On February 4th Mr. Cameron met with Mr. Robert Suttle (Instructor, Black Hills State College Business Department). Mr. Suttle provided some material that he had on career education. Some of this material was sent to the Madison office. The program was explained in detail to Mr. Suttle and plans were formulated to familiarize the rest of the Business Division about the Project. Mr. Suttle agreed to help the Project in any that he could.

On February 10th, a meeting was held between Mr. Cameron, Dr. M.N. Freeman, President of Black Hills State College, Dr. Maurice Fitzgerald, Vice President for Academic Affairs. Mr. Cameron reviewed the Project and all activities to date. The role of the Project at Black Hills State College and in the pilot schools was discussed in detail. Dr. Freeman emphasized his strong support for

the Project. He expressed a concern that Black Hills State College be consulted in future Project planning. Mr. Cameron assured Dr. Freeman that by close contact with Dr. Henry and the staff, Black Hills State College would be a part of all future plans. Both Dr. Halsey and Dr. Fitzgerald expressed strong support and cooperation for the Project.

On Tuesday, February 24th, an overview of Career Education concepts was presented to the Black Hills State College students preparing for special education. They were provided with several handouts covering career education and the Project in general. Activities of the Project and its future were covered. The aspects of career education as it affects special education students was stressed. Seven students were in the class.

On Tuesday, March 9th, the final teacher intern seminar for Spring semester was given. This seminar was an implementation seminar. The focus was on incorporating career education techniques and methods into a daily lesson. A slide presentation was shown followed by a general discussion on procedure in the classroom.

On Thursday, March 11th, eleven students in the Psychology of the Exceptional Child Class were given an introduction to career education and the South Dakota Career Education Project. Discussion ensued on the role of career education in the schools and the role of colleges and career education. Some students had difficulty separating career education from vocational education and expressed alarm over the declining liberal arts. Handouts on career education and the Project were given to each student.

In the afternoon, Thursday, March 11th, Mr. Cameron attended the meeting of the Business Education faculty at Black Hills State College. The South Dakota



Career Education Project was presented and the response and support was most welcome and gratifying. The faculty members asked excellent questions and were most eager to cooperate with the Project. An opportunity to present career education material to some business education classes was made for Fall semester planning.

Mr. Cameron spent time with Dr. Huser consulting on the Summer workshops. Because of time factors, the finalizing for the workshops was postponed and the June workshop was cancelled on April 29th. The July workshop was planned, pending refunding. The format for the workshop was changed and it was decided to make it for elementary education teachers only.

On Tuesday, May 4th, Mr. Cameron met with Dr. Henry and explained the changes concerning the Summer workshops. The workshop for July 26-28 was retained as scheduled pending refunding of the Project.

Mr. Cameron met with Dr. Henry and Dr. Halsey to review the workshop situation on Tuesday, June 8th.

Cooperation at the college was excellent and time to work with teacher interns was given. The opportunity to meet with members of the education staff and intern teacher supervisors was easily arranged. In summary, 27 intern teachers received exposure to career education methods and techniques. Eighteen other students were exposed in the classes. Seventeen faculty members and two administrators were exposed and familiarized at Black Hills State College.

## UNIVERSITY OF SOUTH DAKOTA

On February 5th, Dr. Huser and Dr. McElroy met in Vermillion with a group of faculty members representing the School of Education, University of South Dakota.

The representatives of the School of Education included: Dean Thomas Moriarty,

- Dr. Richard Sagness, Assistant Dean, Dr. Gordon Poling, Director of Graduate Studies, Dr. Cecil Kipling, Director of the Career Development Center, and faculty of the Career Development Center and the Career Education Demonstration Project for American Indian children. The general nature of teacher education programs within the School of Education was discussed, as well as current efforts in the area of career education. The meeting also included an orientation to the goals of the South Dakota Career Education Project and a discussion of possible involvement of the Project in the undergraduate teacher education courses at the University of South Dakota. Dr. McElroy was requested to work with Dr. Sagness of the School of Education in setting up a series of preliminary meetings with key faculty members in the School of Education to discuss possibilities for infusing a career education component into the undergraduate teacher education programs of the University of South Dakota.

On February 23rd and 24th, Dr. McElroy held a series of individual meetings with faculty members holding leadership positions in the School of Education. The most important meeting during these two days was with the Developmental Team Coordinators (three faculty members plus the Assistant Dean). This group coordinates all teacher education programs at the undergraduate level. The Coordinators expressed agreement that a career education component should be incorporated into the undergraduate program, particularly into the methods of teaching courses. Further, it was suggested that a variety of approaches to introducing career education into the undergraduate program be tried during the 1976-77 academic year. Initially, the Team Coordinators agreed to a proposal to begin a career education component in the undergraduate course in Methods of Teaching Elementary Social Studies. This course

is required of all elementary education majors and is scheduled every semester. It was agreed that Dr. McElroy would begin working with the instructor of this course to plan a series of career education instructional modules for inclusion in the course. Throughout the spring, Dr. McElroy met regularly with the instructor of the course in planning sessions to discuss what kinds of career education experiences are needed by prospective elementary school teachers. Further, they discussed how they could work jointly in supervising elementary school student teachers. It was projected that the actual writing of career education instructional modules would take place in June-July and that the modules would be tested in the Fall semester, 1976.

On March 25th and 26th, Dr. McElroy met with a number of School of Education faculty members involved in the secondary education program. The secondary methods courses at the University of South Dakota (both general methods and special methods courses) are field-based and taken in conjunction with student teaching. The courses are "modularized." The students work in self-instructional modules while they are engaged in student teaching. There is almost no class contact between students and secondary education professors on the USD campus during the semester. It was clear that career education would be difficult to introduce into the secondary program. Logically, the greatest input (in terms of methods of teaching career education, examination of career education materials, production of career education lessons and units) should come in the methods sequence. No systematic input in terms of career education is currently taking place in these courses.

It was important at this point for Dr. McElroy to familiarize himself with the nature of the instructional modules currently used in the special methods courses. A number of the modules were acquired and subsequent meetings were planned with the instructors of the special methods classes to discuss the writing

of career education modules to be incorporated in each of the special methods courses, beginning in the Fall semester, 1976. It was projected that the actual writing of the modules would take place during June-July, 1976.

Dr. McElroy also had a series of meetings with Professor Milo McCabe, Director of the Center for Economic Education in the School of Business. In recent years, Professor McCabe has been actively involved in conducting economic education workshops for South Dakota teachers. The discussions with Professor McCabe centered on future collaboration between his Center and the Career Education Project in sponsoring "Economic Awareness/Career Awareness" conferences and workshops. It was projected that during the Fall of 1976 a series of regional workshops, each carrying graduate course credit at the University of South Dakota, would be conducted for the school systems participating in the Project. All too much of what is done in the name of career education involves field trips, or talking about what parents do, etc., without conceptual organization or anchorage in substantive social science content. It was hoped that economic education would provide the knowledge base that career education desperately needs.

It should be pointed out that during the Winter and Spring of 1976 the School of Education was heavily involved in preparing for an NCATE evaluation of its teacher education programs. Naturally, preparing for an NCATE evaluation is an important matter and many meetings must be scheduled so as not to interfere with these preparations. Secondly, beginning a new program takes time. One must meet individual faculty, develop rapport, and build mutual confidence. Since participation by faculty members in activities of the Career Education Project was voluntary, a "go slow" approach was followed in terms of trying to interest faculty members in bringing career education into their classrooms. This is especially true with instructors of the special secondary methods courses, who tend to be subject centered

and reluctant to see career education in subject courses. Additionally, the special methods courses are already over-crowded with content and it is difficult to find time to introduce new content into these courses. Thus, patience is a virtue as one seeks to incorporate career education in these courses, particularly if one wishes to accomplish anything of significant or long-lasting value.

It was the opinion of Dr. McElroy that progress toward infusing career education into the undergraduate program was being made. It is true that most of what was achieved was of the nature of "gearing up" for actual classroom contact beginning in the Fall semester, 1976. If the Career Education Project had not been delayed six months in initiating its program, the aforementioned activities could have been completed prior to January 1, 1976. Thus, actual classroom instruction in career education, on an experimental, trial basis, could have been commenced during the Spring semester, 1976.

The cooperation of faculty in the School of Education, most notably Dr. Richard Sagness and Dr. Robert Wood, was exemplary.

Given the fact that the Career Education Project was not refunded for 1976-77, it is not known what the future course of career education will be at the University of South Dakota.

DFM/ml



SUMMARY OF THE ADVISORY COUNCIL MEETING

FEBRUARY 26, 1976

When the initial contacts were made with the demonstration schools in December, 1975, one of the items of business discussed was the need for an Advisory Council for the South Dakota Career Education Project. The administrators were asked to nominate qualified people from their community whom they would like to see on the Council. This initial request for nominations was followed a month later with a form on which the administrators and members of the Project's Liaison Committee were asked to list their nominations. The form requested name, address, and qualifications of the nominee for the Advisory Council.

When the forms were returned, a list of suggested names for each required category (labor, industry, equal opportunities, American Indian concerns, college students, public school faculty, high school students, and college professors) was compiled. From this list, the Assistant Director of the Project and a designated staff member selected the 14 members of the Council. The factors considered in the final selection were the stated qualifications, geographic distribution, and the individual's willingness to serve on the Council. The Council consisted of the following members:

## 1. Labor:

- a. Don Fountain, Beresford, International Harvester Farm Equipment dealer
- b. Ken Sutter, Sioux Falls, Bureau of Apprenticeship & Training

## 1. Industry:

- a. Gene Hexom, Madison, Public Relations Director of East River Electric, a regional rural electric cooperative
- b. Ted Wechsler, Springfield, Personnel Manager of C & R Industries, a hide and tanning company

## 3. Equal Opportunities:

- a. Mrs. Mary Lynn Meyers, Pierre, Executive Director of the South Dakota Human Rights Commission

4. American Indian Concerns:

- a. Mrs. Kay Farmer, Sioux Falls, Advisor for elementary and secondary Indian students

5. College Students:

- a. Jan Mehlhaf (Augustana College), Freeman, Music Major
- b. Larry Nelson (Black Hills State College), Sturgis, Political Science Major

6. Public School Faculty:

- a. Raymond Olson, Sioux Falls, Principal of the South Dakota School, for the Deaf
- b. Bill Smith, Parkston, Elementary School Counselor

7. High School Students:

- a. Margaret Wike, Mission, Senior at Todd County School
- b. Brian Nestor, Belle Fourche, Junior at Belle Fourche Public School

8. College Professors:

- a. Dr. Don Ross, Vermillion, Curriculum Development Specialist at the University of South Dakota
- b. Dr. Floyd Braunberger, Madison, Chairman of Education Division at Dakota State College

The Project staff and the Advisory Council -- with the exception of Mrs. Farmer, Mr. Fountain, and Dr. Braunberger -- met in Pierre, February 26th. Mr. Dave Bonde and Mr. Laurel Iverson of the South Dakota Department of Vocational Education and members of the Project's Liaison Committee also attended.

After the introduction of the Project staff and the Council members, the morning's agenda consisted of a presentation which outlined some of the ideas, goals, needs, and myths of career education; a viewing of the filmstrip, "Career Education: What It Is and How To Do It," which depicted the national viewpoint on the need and scope of career education; an overview of career education projects in South Dakota, including the basic goals and approach of these programs; and an explanation of the objectives, scope and present activities of the South Dakota Career Education Project.

Following a luncheon, a slide presentation showing a sample second grade career education unit was shown. The major share of the afternoon was devoted to discussing career education in general, answering questions, listening to the Council member's comments, and an evaluation of the meeting and the Project in general.

At the conclusion of the meeting, the Council members were asked to complete a six-question form, eliciting their reaction and input. The Council members were asked to comment on the concepts presented at the meeting and on the need for career education in South Dakota. Based on the completed forms, the consensus indicated that there was a need for career education in South Dakota and that agreement existed with the basic concepts that were presented. Several Council members commented on the individualization of approach to meet the needs of each school and the uniqueness and necessity of the pre-service program at the college level. It was hoped that career awareness would be emphasized because its impact, while it may not be readily discernible, may alleviate much frustration, many employment misconceptions, and economic disappointments. Some of the Council members felt that the need for career education would best be met if the Project directed itself to aiding teachers in the classroom and educating future teachers. The motivational aspects seemed to be easily understood. It was commented that many students were not aware of the opportunities or skills required for many jobs; they need help and insight into themselves and career possibilities, as well as in decision-making skills.

The results of the questionnaires also included members' questions and concerns. Among the questioned areas were the duplication of objectives among various projects and state agencies, specific services offered to the Project schools, materials development, and counseling tools. Concern was expressed about the importance of a

total commitment on the part of administrators and how to secure such a commitment. The need for orientation and in-service education was stressed so that every teacher would have a good, basic concept of career education. A need for long range involvement, development, and recognition on the part of the Division of Elementary and Secondary Education was stressed. Finally, it was hoped that emphasis would be placed on apprenticeship, as well as higher education.

The Council members listed the following as ways in which the public could be informed about career education and the South Dakota Career Education Project: media presentations (newspapers, radio, T.V., slides, advertisements, and campus newspapers), P.T.A., local boards of education, professional education association, student activities, public service video tapes, interviews for distribution, area school administrators' meetings, S.D.E.A., a career education newsletter, community resource people, student government, college administration, Job Service of South Dakota, guidance counselors, local service organizations, personal contacts to business and industry, Advisory Council members as speakers and resource persons, participation in workshops and conferences, special conferences on career education held around the state, and the involvement of the State Board of Education, Vocational Education, and the Regents of Higher Education.

After listening to the day's presentation, the Advisory Council had some definite thoughts about what they hoped would be the future direction of career education in South Dakota. Among their suggestions was the development of a teacher education packet to insure that prospective teachers are acquainted with the concepts of career education. It was stated that vocational education is an integral part of career education, and they suggested that a stronger emphasis is needed in the area of industrial arts and career counseling. It was hoped that a united effort between teacher-training programs and state education

departments would develop and that assistance would be offered to teachers in helping students find career related information.

The Council went on to suggest it would like to see information provided to the public about alternatives to formal education. The Project staff was asked to help encourage teachers and students to take a greater interest in the wide variety of business and industry in South Dakota and vice-versa. Finally, the Council members saw the Project as helping to widen the options for all students and eliminating stereotypes about the proper future roles of women, Blacks, and native Americans.

When they were asked if they were interested in supporting career education in their communities, all members indicated an affirmative response. They indicated they were willing to be contact or resource people, assistants to teachers in developing community resource guides, or instrumental in the formation of local career education advisory councils.

The Council's reaction to the day was that it was well organized and provided an excellent overview of career education and the Project. Further, the meeting provided an opportunity to share ideas with other people who are interested in career education. They concluded their comments by suggesting things they would like to see included in future meetings.



# AGENDA OF THE ADVISORY COUNCIL MEETING

DATE: Thursday, February 26, 1976

TIME: 10:30 A.M. to 3:30 P.M.

PLACE: King's Inn, Pierre, South Dakota

## MORNING

- 10:30-11:00 Coffee and Registration (Duane Anderson)
- 11:00-11:15 Welcome; Introduction of Staff, Liaison Committee, Advisory Council, Guests; Review Purpose of the Meeting & Agenda (Willa Huser)
- 11:14-11:30 Introduction to and familiarization with career education (basic ideas and goals of career education); strategies in elementary, junior high, senior high; the need for career education; common myths about career education (Derwyn McElroy)
- 11:30-12:00 Two filmstrips on career education (Duane Anderson)
- 12:00-12:30 South Dakota Career Education Project; other projects in South Dakota (Dal Williams)
- Overview - Objectives, scope, implementation (Tommie Renner)
- Present Activities (Dal Williams)
- 12:30-1:30 Lunch

## AFTERNOON

- 1:30-2:00 Garbageman Unit (Duane Anderson)
- 2:00-2:30 Group Discussion - Questions, Comments, Reactions (Dick Cameron)
- 2:30-2:50 Questionnaires
- 2:50-3:00 Discussion regarding questionnaires (Dick Cameron)
- 3:00-3:30 Biographical Form (Willa Huser)  
Vouchers (Willa Huser)
- 3:30-3:45 Summary of Day - Future Meetings - Thanks for Participation (Willa Huser)
- 3:45 Coffee

SUMMARY OF THE SECOND CAREER EDUCATION NATIONAL FORUM

Directed By

The Center for Vocational Education

The Ohio State University

Sponsored By

National Institute of Education

Washington, D. C.

February 8 - 11, 1976

Duane Anderson and Derwyn McElroy, representing the  
South Dakota Career Education Project, attended the Forum.

SECOND CAREER EDUCATION NATIONAL FORUM  
Washington, D.C.  
Feb. 8-11

I. Sex Fairness in Career Guidance

Presented by Linda Stebbins, Project Director, ABT Associates

The National Institute for Education has developed 26 guidelines for sex bias. These are available in the NIE's literature.

The majority of this session was spent in an orientation to sex fairness and in promoting Linda Stebbins' Sex Fairness in Career Guidance: A Learning Kit.

In our society a dual role system which limits people solely on sex does exist. Women's role has come to be associated with family; men's with career. As a result of sex fairness women are beginning to be pictured in the labor force and men as helping at home.

Research in the area of women's job selections shows that 63% of the women are engaged in home related occupations and at entry level; 14% are in professional or technical jobs. Frequently women are given the part time and the intermittent jobs, overcrowded conditions, and low salaried jobs. On the average women earn 59% of men in similar roles.

In the traditional male roles, society limits their family participation and career choices. Traditionally society equates a man's success at work with a sense of self worth. Actually some men fear success because success can bring unhappiness and dissatisfaction.

The roots for sex bias can be traced to the socialization process (parents, friends, books, media, and the educational system). The manifestation of the roots can be seen in sex discrimination, education, and employment. It is interesting to note that sex bias is not consistent across different cultures or throughout history.

Challenges to the system are beginning to appear. There is a growing number of women in the labor force. Men and women are questioning the supposed incompatibility between home and career. Changing technology, social realities, changing life styles, medical advances, technical advances, planned parenthood, and increased life span all pose a challenge. Laws and guidelines prohibiting sex discrimination in education and employment are promoting sex fairness.

Counseling for the future will attempt to utilize and maximize all of an individual's possibilities and contributions. All individuals must make sure that differentiation exists, not on the basis of sex but as individuals. It must be remembered that people are loving persons irrespective of gender.

The rest of the time was spent <sup>evaluating</sup> promoting the kit which considers the origins and effects of sex bias, test construction of interest inventories, and counseling for the future (including tape for analysis & comparison).

The kit can be used to develop self awareness, orienting people to sex fairness, teaching career education, and developing a syllabus and sex fair library. The four sections of the kit include orientation, recommendations for a sex fair guidance program, recommendations for a sex fair interest inventories, and a resource guide, including supplementary materials. (I brought home some literature about that kit.)

It was interesting to hear samples from the tape. The contrasts were strikingly obvious, but the audience seemed to think they were making some startling discoveries.

## II. Experience-Based Career Education

Presented by M. Quinn, Director, Career Education Programs, Research for Better Schools;

R. Hagans, Program Director, Experienced-Based Career Education, Northwest Regional Educational R & D Laboratory;

D.H. Hampson, Chief, Career Exploration Division, Education & Work Group, NIE.

Experienced-Based Career Education is an experimental, alternative educational experience which attempts to give students the opportunity to enter and function successfully in the adult world. As a result of first-hand experiences, learning packages (containing goals and resource materials), and learning projects - graduates possess knowledge of themselves, the world of work, and career goals that are realistic.

Experienced-Based Career Education is an effort to link learning and life by taking education outside the school walls and into the community. While the host schools provide the learning system, Experience-Based Career Education supplements what is done in the classroom by matching students with adults in the work world and the classroom, by bringing together all good methods (who's the judge?), and by providing an alternative for all students who choose it. The proponents stress that Experience-Based Career Education is an alternative, not the answer.



Feasibility studies in 1972 were the beginnings of Experience-Based Career Education. From the feasibility studies emerged all new methods which have been employed in the lab schools: Far West (San Francisco), Northwest (Portland), East (Philadelphia), and Appalachia (Charleston, W.VA.). The lab schools encompass students from all levels of ability, the mean of which was on parity with traditional high schools. This has cost \$8 million so far.

The successful outcomes include the packaging of four delivery systems (the lab schools) and several successful second generation sites.

Several impacts were cited. Among them was the impact on students:

1. increase in ability to communicate with adults;
2. increased willingness to assume responsibility for actions;
3. awareness of career options and the students' relationship to them;
4. significant growth in basic skills;
5. positive attitude toward learning, not schooling; and
6. increase in knowledge of learning resources.

Impact on partnership with community:

1. working adults gain personal satisfaction and pride in their job;
2. job satisfaction;
3. program staff gains in respect for all kinds of work; and
4. community awareness of educational process and school.

Impact on parents:

1. observed positive changes;
2. pleased with increased responsibility shown; and
3. improved communications.

Impact on teaching and learning process:

1. teachers not imparters of knowledge, but practitioners;
2. guidance integrated into educational process; and
3. development of negotiating skills.

There are implications to be drawn for schools and communities which want to get involved in Experience-Based Career Education:

1. there must be a commitment that experience is a way of learning;
2. there must be a concession that adults other than professionals can help students learn. (Professionals become coordinators of resources and learning.);
3. there must be a desire to give the learning process and school a high level of visibility;
4. there must be a willingness to let students fail somewhat sometimes;



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4. there must be a willingness to let students fail somewhat sometimes;

4. Vocational education is rooted in the philosophy of vocationalism. Career education seeks to fuse vocationalism with the philosophy of humanism.
5. Vocational education is carried out through the teaching-learning process. Career education fuses the teaching-learning process with the developmental process.
6. Vocational education employs education as preparation for work by adding new kinds of programs to the curriculum. Career Education, on the other hand, puts additional emphasis on internal professional commitment for systematic infusion into the curriculum.

It is obvious that differences do exist. Career education seeks to add to the emphasis that vocational education already brings. It is not a substitute for or in competition with vocational education.

In the second place, Grubb and Lazerson criticize the concept of work. Career education operates with abiding faith in the American system of capitalism. Work is a conscientious effort aimed at producing benefits for oneself and others. It is a human right and not a societal obligation. This definition is applicable to paid or unpaid work. The definition doesn't say all people will find work because some find labor. Career education puts a success emphasis on the teaching-learning experience. It reflects a concern for helping all people find purpose and meaning and fullness in their lives. In career education trust is put in the individual, not the economic system or the political world. By organizing the career education effort around the career development process, educators are utilizing many years of research. An emphasis is placed on self-awareness and the developmental approach of each individual to exercise maximum control over one's destiny.

In regard to the criticism of the relationship between career education and post secondary education, particularly four-year colleges (pp. 457, 71, 73), Hoyt said that it is absolutely false. It is true that career education does seek to emphasize multiple educational opportunities for students in order to prepare them for work. The concern is with helping students make reasoned choices, not encouraging attendance or discouraging attendance; students will be aware and able to decide for themselves.

Among the multiple goals of an educational institution, career education seeks to help emphasize the proper place of education as preparation for work. Career education has never asked any college or university to hold preparation for work as one of its goals; it simply asks those institutions which do not



value this goal to make that fact clear to students and parents. For those colleges and universities holding education as a preparation for work, career education practitioners ask for a balance between adaptability through the liberal arts and job specific skills. Colleges and universities holding that education is preparation for work will find many implications and opportunities for change which are inherent in career education.

Finally, Grubb and Lazerson list criteria for evaluation of career education, which are not held at all. Among the things they say career education holds (false criteria) are

1. possession of marketable skills after secondary school (there are too many factors involved here);
2. decrease in unemployment (this is not listed by USOE);
3. preparation of students for entry level, not professional level (clusters cover full range of occupations);
4. blunting students' drive to college; and
5. reduction in student expectations and aspirations.

Among the criteria that career education can meet is

1. equipping students with adaptability skills: academic, work, values, and job getting and holding;
2. readying students for progression of jobs;
3. preparing for the career ladder, not dead end jobs;
4. resolving social problems (career education is limited in this area, but progress is being made in three of the most pressing problems: productivity, sex stereotyping, and race bias.);
5. arguing for social potential (while career education can not develop avenues of upward social mobility, it argues for social potential; everyone has some potential); and
6. making schools and work more satisfying experiences (career education has already made progress in this area. These experiences should be more satisfying and are if students understand themselves and their values).

In summary, Hoyt said that Grubb and Lazerson have completely ignored career education's nine learner outcomes and every USOE document. There exists among career education practitioners a high consensus on basic points.

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#### IV. Career Education Materials: The State of the Art

Presented by Kenneth Komoski, Executive Director, Educational Products Information Exchange Institute.

The findings of a survey of educational materials in schools and classrooms show that only .97% of the school budget is spent for educational materials. The findings also show that about 1% of a teacher's time, 3-6 hours, is invested in the selection of materials, and yet these tools take up 90-95% of the classroom activity time. This means that 95% of the time is spent utilizing \$500 million worth of books and workbooks and \$400 million of tapes, games, kits, etc. - .97% of the national school budget.

Educators must develop a concern within producers and users as to the quality of the materials and the importance of learner verification. Only about 1% of the materials on the market are developed and revised on the basis of learner feedback. ~~(They distributed a reprint from The American School Board Journal entitled "How To Tell Whether Your Schools Are Being Gypped." It is attached to the journal report.)~~

In its study of career education materials, the Educational Products Information Exchange Institute, (after contacting all the publishing companies requesting samples,) concluded that materials developed prior dealt only tangentially with career education. The panel of experts the Institute appointed sorted through material developed since 1971 and that the panel received from the publishing companies, etc. The panel developed the following criteria:

1. Self-knowledge and others, attitudes, values.
2. Decision making skills, making career choices.
3. Educational awareness, career development and educational planning.
4. Central issues: career awareness (info about careers and occupations).
5. Economic awareness.
6. Other career education competencies, such as finding a job.
7. Other criteria.

Materials dealing with career preparation were not included in the study.

The above criteria were evaluated on the bases of goals and objectives, content and scope, institutional methodology, and evaluation provision. A prevailing question was whether the materials had over-all integrity. A rating chart was developed, running the criteria down the left side and the bases (goals and objectives, etc.) running across the top.

Among the items that didn't make it was a filmstrip made from a 1928 second grade reader which was recently made into a filmstrip with a current copyright.

The remainder of the program was spend explaining EPIC's Career Education S\*E\*E\*T which is in two volumes(\$31):

Vol. 1: "How to Select & Evaluate Instructional Materials"

Vol. 2: Analyses of Seven Hundred Prescreened Materials

This publication is the result of the panel's work. More information about this publication is available in the journal file attached to this report.

V. The Home/Community Based (Model III) Approach To Career Education: A Description of the Model and Its Findings

Presented by Vivian M. Guilfooy, Project Director, Home and Community Based Career Education, Model III, Education Development Center, Inc.

Mardell S. Grothe, Associate Project Director for Home and Community-Based Career Education, Model III, Education Development Center, Inc.

The home/community based approach is an attempt to serve adults not otherwise served. The presentation made extensive use of a movie of a client who was in her 30's, divorced, and had two school-age daughters. She phoned this project to help her find direction and assistance. As a result of counseling contacts, she decided she wanted to go to college. Model III assisted her in college placement, career information, finding financial assistance, etc. The movie showed what a difference had resulted in this young woman's life and her home as a result of the assistance of Model III.

The model consisted of a counseling center, a resource center, outreach and research and evaluation. Among its unique features were the use of phones for counseling, the use of paraprofessionals, and the service to adults not otherwise served.

The balance of the program was spent rapidly viewing research findings in the form of statistical charts on an overhead. I have ordered a copy of their final report for anyone interested in the findings of the project. I also ordered several manuals they have developed.

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VI. Performance-Based Professional Education Curriculum Materials  
Presented by James Hamilton, Project Director, The Center for Vocational  
Education

It was expected that this presentation would center on the career education material brochures that are in the office. It was quite a surprise to find that the program was aimed at vocational teachers.

The gist of the program was to explain the Center's Performance Based Teacher Education, which consists of pre-packaged learning units for education students or people teaching in vocational education without formal teacher training.

The major features of the Center's Performance-Based Teacher Education curricula include:

1. Each module focuses upon one or more verified important vocational teacher competencies;
2. Modular design provides maximum flexibility for designing individualized programs based on needs;
3. Design of learning experiences allows for individual, small or large group instruction;
4. All modules are suitable for preservice and/or inservice use;
5. Most modules are self-contained;
6. Recommended optional outside resources include pointed and multi-media materials;
7. Design permits adaptation through use of situation specific local materials; and
8. Each module culminates with evaluation of the specified competency in an actual teaching situation.

Attached to the file copy of this report is a sheet describing the vocational teacher competency profile. The profile lists all the module titles.

VII. A Comprehensive Career Guidance, Counseling, Placement  
& Follow-Through System for Rural Schools

Presented by Harry N. Drier, Project Director, The Center for Vocational  
Education

The Career Guidance in Rural Schools is a project which is just beginning and is the work of a consortium consisting of The University of Ohio (Columbus), the University of Wisconsin (Madison), and Northern Michigan University (Marquette).

This project is pioneering in a new area, focusing on rural schools and small town. About 42% of the nation's school population is located in rural schools and small towns. About 1/5 of the U.S. population still resides in rural communities. Career guidance in rural areas is nearly void, according to the developers of this project.

According to the statement of the problem, this new project will look at the effects of the following: geographic isolation, limited occupational exposure, declining job opportunities, extent & effect of poverty, the professional staff, staff turnover, in-place career guidance programs, community support, resources, and aspiration & expectations.

The results and benefits expected from the project include a highly transportable program, a report on the state of the art, and a trained cadre of state leadership personnel.

In the journal copy of this report is attached a brochure detailing the project. Because it is just beginning, there were no results to report, just a project description. This is an activity that the South Dakota Career Education Project should be aware of and on the look out for because many of its findings and implications would perhaps be appropriate to our project.

#### VIII. Summary of Visits & Literature Display

Quite an extensive material display was set up, nearly all of which was promotional literature. This literature is available in the staff room.

Paul Smith, Career Education Consultant for the Indiana Career Resource Center, presented some ideas that had worked for their project in the area of inservice and advisory councils.

In public schools in-service, he suggested that after an overview is presented, the teachers might be divided according to academic levels, and then into small groups to put a sample lesson together. From one box each group selects a piece of paper at random on which an awareness is printed, from another box an objective, from another box a strategy. Given 20 mins. they each prepare a short lesson to show the ease with which career education can be incorporated into the class.

For high school groups a matching exercise of unique job titles and duties (for example, a kiss shaper) might be used to demonstrate the confusion in students' mind as they go about career selection.

To eliminate some peer discomfort that may exist in the pecking order, distribute 5x7 cards. Ask them to write their name at the top and list their academic titles, honors, etc. When the cards have been collected, the group is told that now we are all on the same level, we can all feel free to contribute. When the session is done, the cards are returned, so everyone can assume their role and identity.

It is important to make advisory council members feel needed and important to the operation of the program.

Smith is sending materials that they have developed.

The way the program was set up was that there were many appealing and appropriate presentations during the same hour and then a period when it appeared nothing appropriate to our needs was on. As a follow up many of the presentors whose programs had to be missed have been contacted for more information and materials.

da/ml



department  
of education  
and cultural affairs

Career Education Project  
Dakota State College

Madison, South Dakota 57042

[605] 256-3551 Ext. 239

June 30th

Frank:

Attached is a copy of the semi-annual report that Willa sent to USOE in January. You probably have a copy but I was uncertain.

Derwyn



SEMI-ANNUAL REPORT

Project No. 554AH50035  
Grant No. G007503904

SOUTH DAKOTA CAREER EDUCATION PROJECT

A Sequential Demonstration Model in Career Education Coordinating  
The Efforts of State Agencies to Effect an In-Service and Curriculum  
Development Program in Selected School Systems.

An Exemplary Project in Career Education Funded under Section 406  
of Public Law 93-380.



SOUTH DAKOTA  
CAREER EDUCATION PROJECT  
PERFORMANCE REPORT

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                 |                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1. Project No.:<br><br>554AH50035                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2. Grant No.:<br><br>G007503904                                                                                                                                                                                 | 3. Nature of Report:<br><br><input checked="" type="checkbox"/> Semi-Annual <input type="checkbox"/> Final |
| 4. Project Title: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an In-Service and Curriculum Development Program in Selected School Systems.                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                 | 5. Period Covered By This Report:<br><br>From: July 1, 1975<br>To : Dec. 31, 1975                          |
| 6. Category of Project (as specified in 45CFR 160d.5 and 160d.11):<br><br><div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Incremental</span> <span><input type="checkbox"/> Settings</span> <span><input type="checkbox"/> Populations</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Training</span> <span><input type="checkbox"/> Communications</span> <span><input checked="" type="checkbox"/> State Plan</span> </div> |                                                                                                                                                                                                                 |                                                                                                            |
| 7. Project Director:<br><br>Secretary of Educational<br>and Cultural Affairs                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 8. Grantee/Assistance Contractor Institution<br>Address/Phone<br>South Dakota Department of Educational and<br>Cultural Affairs<br>New Office Building<br>Pierre, S. D. 57501                      605-224-3134 |                                                                                                            |

Central Office  
Dakota State College  
Room 318 Heston Hall  
Madison, South Dakota 57042

SOUTH DAKOTA CAREER EDUCATION PROJECT  
EVALUATION REPORT

**MAJOR OBJECTIVE:** To provide a program of in-service career education and curriculum enrichment for the staffs and students at the chosen demonstration sites - (the overall goal of this project is to establish demonstration units to effect change in the educational process with a set of practices that can be established as a model that will be perceived as desirable and possible.)

**SPECIFIC OBJECTIVES:**

- (1) provide an in-service program in career education concepts for teachers, counselors, and administrators;
- (2) provide K-12 students with insight into themselves, the eight areas of awareness, and equip them with decision making skills;
- (3) provide career education demonstration components for the faculties and the students of three teacher training colleges and provide career education teaching experiences for cadet teachers;
- (4) provide a program for developing community awareness of career education, enabling it to become a high priority in each school system;
- (5) provide support services in research and for the dissemination of career education materials;
- (6) provide for a method of evaluation of the project.

Fulfillment of the objectives will be accomplished by a program of in-service and continuous assessment and improvement of career education activities in the selected schools. Demonstration units will consist of eight K through twelve school districts, one K-12 district serving Indian students, and one state school serving handicapped students. The in-service work to be conducted

with the staffs and student teachers of three cooperating colleges will enhance the in-school K-12 effort. Career education units will be incorporated into teaching methods courses. The result of in-service and teacher training work accomplished and information and materials developed in other career education programs in the state be consolidated and integrated into this project.

MAJOR OBJECTIVE: Evaluation Suggestions

Accountable through the extent of staff and student exposure to in-service program. Statistics would indicate percentage of staff and student participating in program in relation to total staff-student population of the demonstration school, assuming the total staff-student population is to be accepted as 100%.

Effectuated change in educational process is a long-term evaluation program consisting of on-going assessments of classroom usage of in-service training, the product of this usage, and the acceptance of the usage.

Usage data could be gathered in the form of a diary showing when, where, why, who, and what.

Data on product of usage could be gathered through a system of teacher prepared pre- and post-testing of student on awareness, attitude, and application of career education training.

Acceptance would be the hardest to show in statistical form but could be shown to a degree through community response to a simple questionnaire. Enthusiastic and complimentary acts could best be shown in summary form. Public disseminated career education materials and articles by groups or individuals outside of school system a strong tool of evaluation here.

SPECIFIC OBJECTIVES: Evaluation Suggestions

- (1) evaluation should consist of a pre-test to measure the Career Education attitude and knowledge of participants to be followed by post-test to determine effectiveness of in-service. An accurate account of participants should be recorded to be checked later in respect to those utilizing training.
- (2) the extent of fulfillment of this objective could best be measured with pre-post standardized test administered by the staff of the demonstration school.
- (3) a continuous periodic assessment of the cadet teachers utilization of career education activities after they enter the teaching profession and data obtained for objective 2 could be a good approach to measuring the fulfillment of this objective as well as supply needed information for any addition or revision needed.
- (4) the meeting of this objective could be determined from data gathered in evaluating the acceptance of the program.
- (5) materials check out records could supply the evaluation data for this objective.
- (6) this objective would be met if the forgoing suggestion for evaluation were implemented on an established on-going basis.



PART II

Project Evaluation

Evaluation will consist of two parts:

- a. continuous evaluation by staff and participants
- b. third party external evaluation

The external evaluation will be a process of planning the basic design and then to improve or revise this design after goals have been set. Before actual activity takes place, the evaluation design will follow the guidelines as suggested by the Handbook of Career Education Programs (OEC-0-73-6663).

The first phase will be to determine what is to be evaluated and will serve as a basis for negotiation with external evaluators. Tasks, treatments, and outcomes relating to students and objectives will be identified.

Phase two will consist of the evaluation design. The first activity will consist of formulating the evaluation questions, specifying the design, and selecting data sources that will aid in answering evaluation questions. The next step is to develop or select data collection instruments. Preparing a sampling plan and a data analysis plan will be the next step. Identifying tasks, personnel and target dates for implementing the design and then finalizing the design and preparing a reporting plan follows.

Phase three is to implement the data collection phase, then to analyze that data.

Phase four is to report the findings and make recommendations as appropriate.



Comments: Note must be taken and consideration given to the fact that although the South Dakota Career Education Project was funded July, 1975 the act of implementation was not initiated until December of that same year. This statement is not made in effort to glorify, excuse, or justify any accomplishments or negligence in fulfillment of the project's proposed objectives. It is made, however, to give cause for the revision of the proposed Target Dates for Project Accomplishments. Copies of these calendars can be found in Appendix A. (pages 27-28 of FY 75 proposal and Appendix H of FY 76 proposal)

Summation of evaluation activities to date and evaluation activities proposed for consideration by the project administration and external evaluators:

Proposed evaluation procedures:

In effort to partially comply to the project evaluating procedure as stated in FY75 proposal the following items are proposed for consideration.

I. Appointment of third party external evaluator or evaluators. Their duties to consist of:

(A) collaboration with project evaluator to -

(1) establish what can and should be evaluated

(2) establish evaluation plan

(B) determine extent of evaluation plan being utilized effectively

(C) composition of a yearly written summative evaluation of project

- II. Assesment of staff journal entries to determine effectiveness of in-service program.
- III. Informal school assessment to establish status of school in respect to knowledge of, attitude toward being involved, and present career education activities being utilized.
- IV. Implementation of public exposure program involving the local and state communications media along with civic, professional, and business groups.
- V. Development of a program providing cooperation with and exposure of other career education programs throughout the state.

It is obvious that these items are not in complete comformity to the proposal evaluation procedure and therefore should be considered as revision of that proposal.

Evaluation Activities To-Date:

Two instruments have been or are being used for the purpose of evaluation. A future involvement questionnaire was mailed to each of superintendents of educational systems in the state of South Dakota. The responses are in and tabulated. See Appendix B for a copy of this instrument and the response date (page 76 of FY 76 proposal). The other is an attitudinal pretest to be administered to the teachers of the pilot schools. Some of these questionnaires have been processed but the data has not been completely tabulated at this time. A copy of this questionnaire may also be found in Appendix B.

PART III

Evaluator's Narrative on the Project's Evaluation Status

It is pertinent to establish at this point the evaluator's philosophy on evaluation. This belief being that the strength and weakness of any program or project is determined by its evaluation procedure and that these procedures can only be as effective as the emphasis placed upon them and the point in time at which they are initiated. It also should be noted that the text of this narrative is written in regards to the procedures of the project only and influences construed as a reflection upon the personalities is done so at the expense of the interpreter.

The objectives of and basis for the South Dakota Career Education Project are well founded and due to the pressures created by the five month delay in initiating, the present status of the program should not be a deciding factor in the allocation of future funds. The factors creating this status are such that they could be overcome.

In the field, activities have disclosed that some of the pilot schools are not knowledgeable of the scope of the program, its purpose, objectives, and procedures. There tends to be a reluctance by the schools and their staff to get involved and no data is available as to why or how they were chosen to serve as pilot schools.

There is no available data to verify a pre-assessment of the pilot schools to determine their status in respect to the career education implementation categories. There, also, has been little pre-testing of teachers prior to in-service work. The lack of this data creates a problem in the evaluation of the program.

Accumulated accounts of project exposure to the general public is minimal with only two articles, one with multiple publication, on file. The number of public presentations is small and there is not a formal or established presentation for this purpose.

Information available on activities involving the other career education projects indicate some contacts made but no plans of cooperation or statements of involvement are available. However, materials have been acquired for preview and dissemination from projects in the state as well as on the national scope.

In conclusion, the overall sentiment of this evaluator is that:

- (1) proper priority or consideration has not been given to evaluation of the program throughout the research, composition, and initiation of the project proposal, basis for reasoning:
  - (a) no data available on basis for selection of pilot schools
  - (b) no data available on pilot schools status in respects to Career Education Implementation Categories as defined by Office of Education.
- (2) penetration of pilot schools has not been properly and/or effectively executed, basis for reasoning:

- (a) Misconception of and lack of knowledge of the reasons for, objectives of, and procedures to be followed by the project and its staff
- (b) reluctance to become involved in program by teachers in pilot schools
- (c) minimum pre-service evaluation data
  - (a direct reflection of Item 1)
- (3) Available resources are not being utilized to the fullest extent, basis for reasoning:
  - (a) lack of contact with other Career Education Projects
  - (b) lack of community exposure
  - (c) lack of community participation
- (4) There is little emphasis placed on the promotion of the project, basis for reasoning:
  - (a) items, 3a, 3b, and 3c
  - (b) little or no record of utilization of the communications media.



## APPENDIX INDEX

- Appendix A      Target Dates for Project Accomplishments
- Appendix B      Superintendents involvement questionnaire  
Teacher attitudinal questionnaire

Appendix A      Target Dates for Project Accomplishments

Target Dates for Project Accomplishments

|             |                                                                                                                                                                                                                                                                                                          |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July, 1975  | Select project staff<br>Plan activities for project year<br>Collect data from State and National sources<br>Begin to collect materials for resource lab                                                                                                                                                  |
| Aug., 1975  | Contact administrators in demonstration schools<br>Assess Career Education activities in demonstration schools<br>Select advisory council and have first meeting<br>Develop tentative evaluation plan                                                                                                    |
| Sept., 1975 | Orientation of all demonstration schools<br>Assess student needs<br>Develop evaluation plan-involve external evaluators<br>Begin in-service at demonstration schools<br>Establish teacher committees to review curriculum<br>First quarterly report due                                                  |
| Oct., 1975  | Career Education activities for K-12 students begin<br>In-service of college teacher preparatory staff begins<br>Establish task force of college personnel to review curriculum<br>Continue to disseminate curriculum and guidance materials<br>Involve State VIEW project                               |
| Nov., 1975  | Career Education activities begin in college methods courses<br>Second meeting of advisory council<br>Staff assessment of project activities and plan for any revisions<br>Concentrate on Business, Labor, Industry, and community involvement<br>College instructors assume in-service responsibilities |
| Dec., 1975  | College cadet teachers plan Career Education activities for student teaching<br>Assess Career Education activities in all classrooms                                                                                                                                                                     |
| Jan., 1976  | Begin intensive placement activities for high school seniors<br>Involve agencies (job service, manpower, etc.)                                                                                                                                                                                           |

|             |                                                                                   |
|-------------|-----------------------------------------------------------------------------------|
|             | Student teachers begin activities in demonstration schools                        |
| Feb., 1976  | Final stages of evaluation activities                                             |
| through     | Third meeting of advisory council                                                 |
| April, 1976 | Disseminate information to State and National agencies                            |
|             | Career Education activities continue at all demonstration sites                   |
|             | Third quarterly report due                                                        |
| May, 1976   | Assess project activities and plan for continuation with or without Federal funds |
| June, 1976  | Final reports completed with dissemination to all interested agencies             |

## REVISED TARGET DATES

Due to the late starting date of this Project it <sup>was</sup> necessary to revise the Target Date calendar for the purpose of accomplishing those items pertinent to the proposal's commitments. Following is the Target Date revision.

### January, 1976

- Finalize appointment of Project staff
- Plan activities for project year
- Establish materials collection and filing program
- Assess career education activities in pilot schools
- Select Advisory Council
- Orientation of all pilot schools
- Develop tentative evaluation plan
- Begin in-service at pilot schools
- Involve state V.I.E.W. Project
- Orientation of college and university staff

### February, 1976

- Finalize evaluation plan - involve external evaluators
- Assess student needs
- Career education activities for K-12 students begin
- First meeting of Advisory Council
- Teacher evaluation taken - ideas and knowledge assessment
- Establish teacher committees to review curriculum
- Continue to disseminate curriculum and guidance materials
- Career education activities begin in colleges
- Begin developing three-day workshop educators at Black Hills State College
- Begin public dissemination through news media
- Introduce idea of a media presentation for community involvement

### March, 1976

- Establish task force of college personnel to review curriculum
- Staff assessment of project activities and plan for any revisions
- Concentrate on business, labor, industry, and community involvement
- College instructors assume in-service responsibilities
- College cadet teachers plan career education activities for student teachers
- Assess career education activities in all classrooms
- Finalize Black Hills State College workshop for June, 1976
- Start plans for visit to Hot Springs for a Material Review session
- Collect input from staff on community presentations
- Analyze teacher and student evaluation materials
- Continue usage of news media, periodicals, newspapers, radio, and TV when possible

### April, 1976

- Begin intensive placement activities for high school seniors
- Involve agencies (federal, state, and local)
- Student teachers begin activities in pilot schools



April, 1976 (continued)

- Continuation of evaluation activities
- Disseminate information to state and national agencies
- Third Quarterly report due
- Complete correlation of materials for community involvement
- Finalize visitations to Hot Springs in June
- Intensify dissemination through news media
- Start plans for summer activities at colleges and universities

May, 1976

- Follow-up evaluation of students, teachers, and schools at all pilot schools
- Overall assessment of 1975 project activities
- Develop 1976 FY Project calendar
- Second meeting of Advisory Council
- Finalize summer activities at colleges and universities
- Establish summer dissemination plans

June, 1976

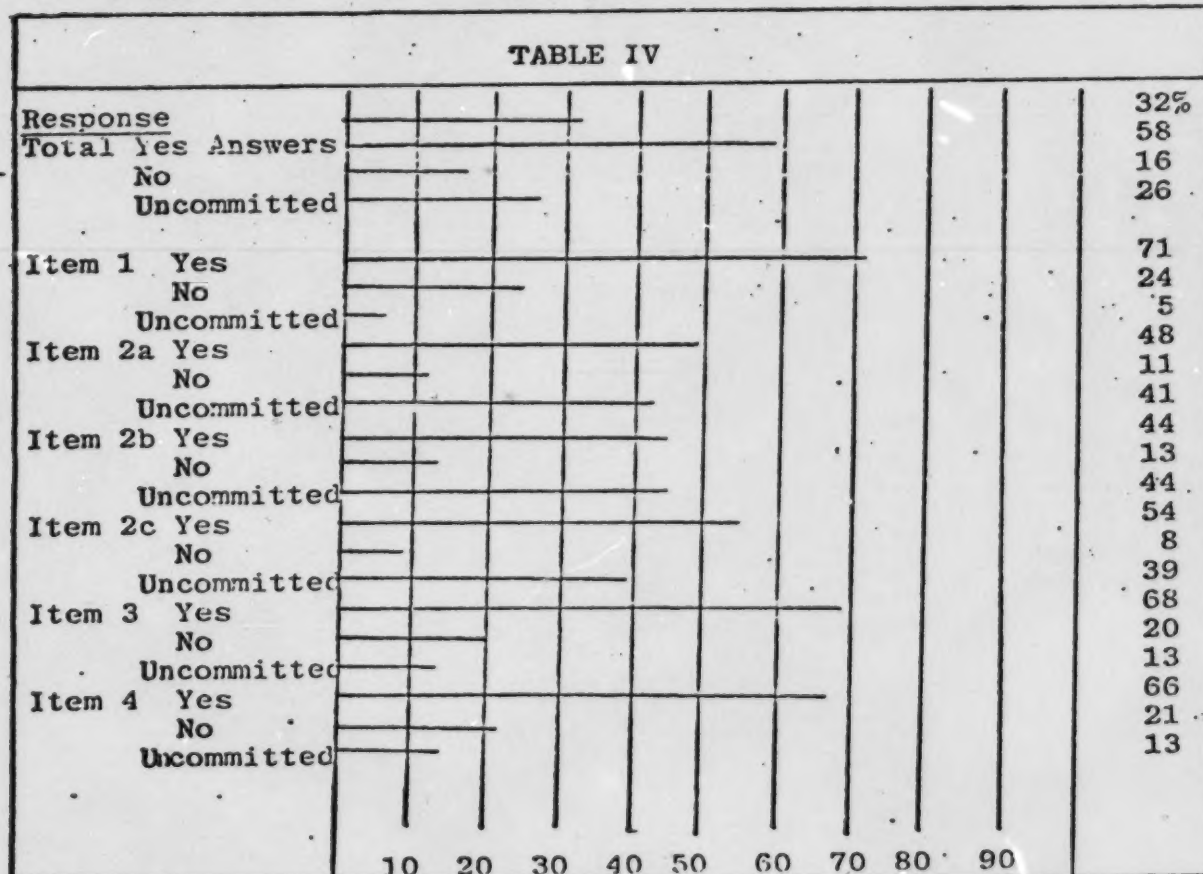
- Finalize evaluation analysis for 1975 FY
- Initiate summer dissemination program
- Fulfill workshop duties at Black Hills State College
- Make visitation to Hot Springs
- Final reports completed with dissemination to concerned agencies

Appendix B    Superintendents involvement questionnaire  
Teacher attitudinal questionnaire

# ADMINISTRATIVE QUESTIONNAIRE RESPONSE DATA

1. Are there any career education activities presently being conducted within your school system?
2. If so, are they:
  - a. at the elementary level?
  - b. at the junior high school level?
  - c. at the senior high school level?
3. In your opinion, are the teachers within your school system interested in becoming more involved with career education?
4. If the South Dakota Career Education Project includes more schools during the 1976-77 school year, would your system be interested in becoming involved?

If you are especially interested, will you please write a short statement in the space below expressing your interest involvement with career education and your support of the South Dakota Career Education Project. Thank you.



To The Teacher -

The following questionnaire is to be used to provide vital information to the South Dakota Career Education Project Staff for planning future activities.

Your ideas and knowledge of Career Education are important to the success of the program and extent of assistance that can be provided to you in implementing career education into your academic curriculum.

Your prompt completion of the questionnaire will be deeply appreciated. It will also expedite the fulfillment of your career education needs by the project staff.

In an effort to retain as much anonymity as possible, please do not write your name, or the name of your school, or the name of the school's location (city, county, township, etc.) anywhere on this questionnaire.

Thank you.

South Dakota Career Education Project Staff







15. be exposed to the values of work during  
their entire school experience . . . . .
16. be able to intelligently discuss the job  
requirements of many different careers  
upon leaving the school . . . . .
17. study their interests and abilities to  
determine their fitness for specific  
careers . . . . .
18. learn how to cope with the  
economic world . . . . .
19. learn techniques for using their leisure  
time wisely . . . . .
20. have the opportunity to learn vocational  
skills. . . . .
21. have the opportunity for "hands-on-experience"  
as part of the school curriculum . . . . .
22. be able to demonstrate appropriate attitudes  
concerning the dignity and importance of  
work . . . . .
23. develop pride in accomplishment, loyalty,  
and dependability upon completion of the  
school experience . . . . .
24. be proud of whatever kind of work they do . . . . .

25. Training programs should exist to help pre-service and in-service teachers to develop the knowledge, attitudes and skills necessary to meet the objectives of instruction in Career Education . . . . .
26. Career education will enable students to see why they should acquire essential academic skills . . . . .
27. Motivation for teaching can be stimulated through career education . . . . .

[illegible]



|                                                                                                                                                                                                                                                |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 40. Career Education is a new term for Vocational Education . . . . .                                                                                                                                                                          |  |  |  |
| 41. Education should accept the responsibility of helping each student to realistically assess his/her aptitudes, capabilities, and interests in order that each student may become more aware and appreciative of the world of work . . . . . |  |  |  |
| 42. Lacking occupational information, students are likely to make unwise selections which could be detrimental to themselves and society . . . . .                                                                                             |  |  |  |
| 43. Career Education has implications for all education . . . . .                                                                                                                                                                              |  |  |  |
| 44. Public education should have the responsibility of planning new programs which would give students the opportunity of exploring the world of work and assisting them in making satisfying decisions . . . . .                              |  |  |  |
| 45. If career education is implemented into the curriculum, the school day will need to be lengthened or some area of the existing curriculum discontinued . . . . .                                                                           |  |  |  |
| 46. Career Education is concerned only with preparing a person to enter into a chosen vocation other than that for which a baccalaureate degree is required . . . . .                                                                          |  |  |  |
| 47. The world of school and the world of work are separate entities and should be fused as little as possible . . . . .                                                                                                                        |  |  |  |
| 48. Career education encompasses both academic education and vocational-technical education . . . . .                                                                                                                                          |  |  |  |
| 49. Students hesitate to enter the vocational-technical courses because of the stigma attached. . . . .                                                                                                                                        |  |  |  |
| 50. Career education does not promote individualization of instruction . . . . .                                                                                                                                                               |  |  |  |
| 51. Many people are working on jobs from which they gain little or no personal satisfaction . . . . .                                                                                                                                          |  |  |  |

52. A college degree is the best and surest route to occupational success . . . . .
53. Career education should be a continuing process from first grade through senior high school and beyond . . . . .
54. Human relations skills are not emphasized in a Career Education Program . . . . .

| strongly agree | agree | disagree | strongly disagree |
|----------------|-------|----------|-------------------|
|                |       |          |                   |
|                |       |          |                   |
|                |       |          |                   |

COMMENTS:

PERSONAL INFORMATION --

Please check (✓) appropriate boxes.

Female ☐ Male ☐

Administrator ☐ Superintendent ☐ Principal ☐ Teacher ☐ Elementary ☐

Secondary ☐ Counselor ☐

Degree(s) held: B.S./B.A. ☐ M.S./M.A. ☐ Ph. D. ☐

Grade level - pre school ☐ primary ☐ intermediate ☐

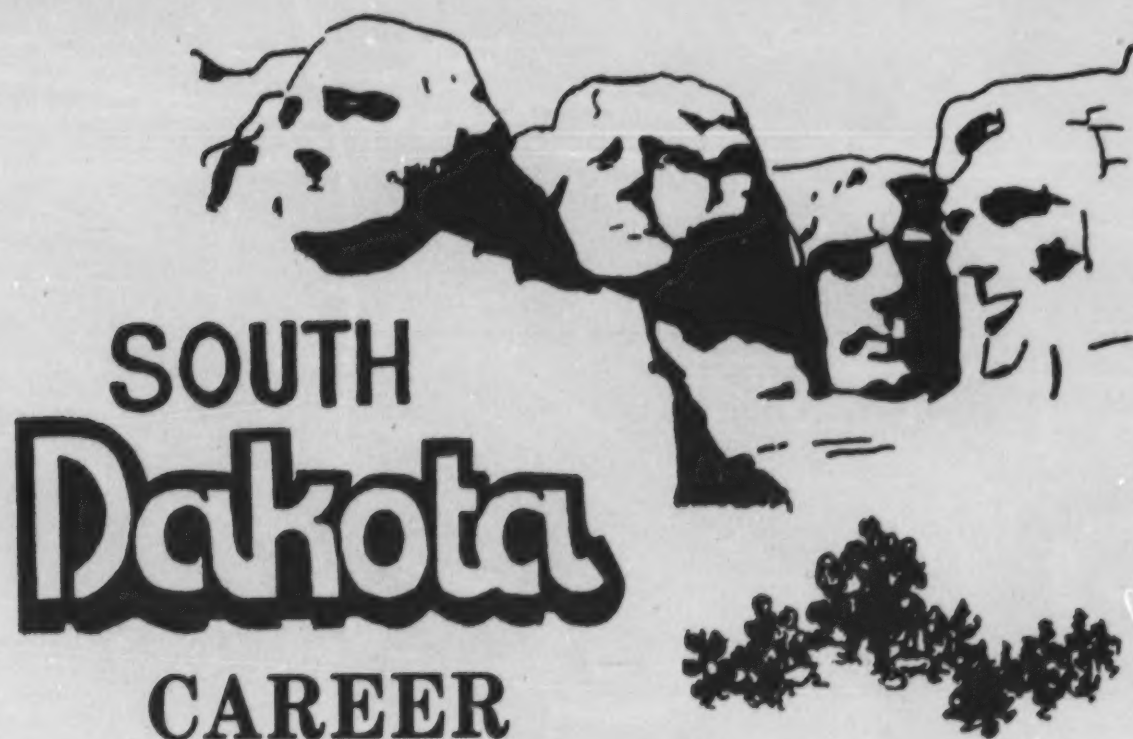
Junior High ☐ High School ☐

Academic Area - Language Arts ☐ Science ☐ Math ☐ Social Studies ☐

Fine Arts ☐ Applied Arts (Home Ec., Vocational, Business) ☐

Physical Education ☐





# **SOUTH Dakota**

## **CAREER**

# **EDUCATION PROJECT**

**An Annotated Bibliography  
of Curriculum Materials:**

**Part I**

*Compiled by:*

**Duane R. Anderson**

**Mary L. Larson**

**Derwyn F. McElroy**

**South Dakota Career Education Project  
312 Heston Hall  
Dakota State College  
Madison, South Dakota 57042**

**A PROJECT FUNDED BY U.S.O.E.**

**Coordinated by the Department of Education  
and Cultural Affairs, Pierre, South Dakota**

**Ronald M. Reed, *Secretary***



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A PROJECT CONDUCTED UNDER HEW - OE - G007503904

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Department  
of Education  
and Cultural Affairs

Career Education Project  
Dakota State College

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FOREWARD

The South Dakota Career Education Project is a state-wide project whose primary purposes are to establish demonstration centers for the development and advancement of career education in South Dakota and to serve as a national model. To meet this objective, in-service and pre-service career education programs have been developed and curriculum enrichment and guidance techniques have been offered for the staffs and students at selected demonstration schools and colleges in South Dakota.

One special task of the South Dakota Career Education Project is to review, collect, and disseminate information about career education instructional materials. The Project staff has been engaged in reviewing and ordering from publishers a wide variety of instructional materials, kindergarten through college. This curriculum library is currently housed in 312 Heston Hall, Dakota State College. It includes the following types of materials: books, monographs, research reports, curriculum guides, multi-media instructional packages (sound filmstrips, interview cassettes, games, activity sheets, manuals, workbooks, etc.) for various grade levels and school subjects.

This annotated bibliography includes most of the materials currently in the collection. As new materials are acquired, supplements to this bibliography will be published. In publishing this bibliography, no attempt has been made to supply evaluative assessments as to the quality, soundness, accuracy, or efficacy of the materials included herein. Rather, the materials collection thus far represents our attempt to gather in one collection the widest possible variety of available career education instructional materials.

The materials included in this bibliography are available on a loan basis to the teachers, counselors, and administrators in the school systems currently participating in the South Dakota Career Education Project. At a later date, all items in the collection will be available to educators throughout the state of South Dakota.

June, 1976.

Duane Anderson  
Mary Larson  
Derwyn F. McElroy

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## I. PROFESSIONAL BOOKS

Allen, Dwight W., and Jeffrey C. Hecht (eds.). Controversies in Education. Philadelphia: W.B. Saunders Company, 1974. \$7.95.

A book of readings dealing with a broad spectrum of current problems and controversies in American education. Included are articles on vocational education and a comprehensive career development program.

Bailey, Larry J. and Ronald Stadt. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight Publishing Company, 1973. 430 pp.

Extensive treatment of career development theory and the historical development of vocational and career education. Also treats fundamentals of curriculum development and applies basic principles to constructing a conceptual curriculum model for career education programs.

Borow, Henry (ed.). Career Guidance for a New Age. Boston: Houghton Mifflin Company. \$11.50.

A book of readings on vocational guidance produced by the National Vocational Guidance Association. The historical and current status of vocational guidance is discussed. Intended for counseling guidance personnel.

Campbell, Robert E., et al. A Handbook of Methods. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973. 420 pp. \$14.95.

Synthesis of career guidance innovations and development during the last decade. Describes over 600 curriculum career guidance methods. Includes practical guidelines for developing total career guidance programs.

Cross, Frank R. Elementary School Career Education: A Humanistic Model. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974. 140 pp. \$5.50.

A visionary guide to career education within a humane school setting. Organized around major life careers of: family member, citizen, member of a vocation, and pursuer of a vocational interest. Contains suggestions for personal preparation and renewal.



Darcy, Robert L., and Philip E. Powell. Manpower and Economic Education: A Personal and Social Approach to Career Education. Denver: Love Publishing Company. \$6.65.

Consists of 72 lessons to create student awareness of the economic process and the changing nature of the world of work. The lessons have undergone extensive field testing. High School Level.

Evans, Rupert, et al. Career Education In The Middle/Junior High School. Salt Lake City: Olympus Publishing Company, 1973. 327 pp. Hard-bound \$7.95, Softbound \$4.95.

Focuses on career education as an essential ingredient in the exploratory emphasis for education in the middle school/junior high years. Summarizes research on career development of youth. Contains numerous examples of career education in each of the subject matter disciplines that usually are included in the junior high curriculum.

Gibson, Robert L. Career Development In The Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. 81 pp. \$3.95.

Reviews literature on vocational development theory. Provides a rationale for career guidance in the elementary school, with specific illustrations of career guidance experiences for elementary school students.

Goldhammer, Keith and Robert E. Taylor (eds.). Career Education: Perspective And Promise. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. 296 pp. \$7.95.

A book of readings on concepts, issues, and trends in career education. Contains a section on emerging exemplary career education programs.

Gysbers, Norman C., et al. Career Guidance: Practice And Perspective. Worthington, Ohio: Charles A. Jones Publishing Company, 1973. 310 pp. \$10.95.

Advocates continuous school opportunities for students to explore their attitudes, aptitudes, and interests in relation to career choices. Career guidance procedures are discussed in conjunction with exemplary programs and practices.

Gysbers, Norman C., et al (eds.). Developing Careers In The Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973. 168 pp. \$5.95.

Considers the interactive factors that influence career development and the role of the elementary school in facilitating career consciousness through self-knowledge, knowledge of the world of work, and basic studies. Includes a chapter on programs and activities designed to influence career development.



Hoyt, Kenneth B., et al. Career Education And The Elementary School Teacher. Salt Lake City: Olympus Publishing Company, 1973. 204 pp. Hardbound, \$6.95; Softbound, \$4.95.

A rationale for infusing career awareness with the basic educative skills which constitute the core of elementary education. Contains examples of career education experiences, grades K-6. Suggestions for school-community linkage, as well as parental involvement.

Hoyt, Kenneth B. Career Education: Contributions To An Evolving Concept. Salt Lake City: Olympus Publishing Company, 1975. 438 pp. \$9.95.

A collection of speeches, articles, and papers by one of the preeminent leaders in career education. Focuses on the origins and development of the career education concept, its application at various instructional levels, and future prospects.

Hoyt, Kenneth B. and Jean R. Hebel (eds.) Career Education For Gifted and Talented Students. Salt Lake City: Olympus Publishing Company, 1974. 293 pp. \$5.95.

A series of essays focusing on a conceptual view of career education, current approaches and programs for teaching gifted and talented students, and exemplary programs in career education for this student population.

Hoyt, Kenneth B., et al. Career Education: What It Is and How To Do It, Second Edition. Salt Lake City: Olympus Publishing Company, 1974. 238 pp. \$4.95.

A concise rationale, including key ideas and major components of a career education program. Contains a lengthy chapter of suggestions for implementing career education in classrooms.

Krough, Jack and Robert DeHaan. Teachers Guidance Handbook. 2 vols. Chicago: Science Research Associates, 1968. Volume I. 91 pp., Vol. II 204 pp.

Volume I. Identifying Children With Special Needs

Proposes systematic methods of identifying gifted and talented students as well as students who possess special learning handicaps.

Volume II. Helping Children With Special Needs

A variety of procedures to assist the teacher in teaching children with the special needs identified in Volume I.

Lucas, Christopher J. (ed.). Challenge and Choice in Contemporary Education: Six Major Ideological Perspectives. New York: MacMillan Publishing Company, 1976. 455 pp. \$6.95.

An excellent book of essays on major issues in contemporary American education. The section on career education contains two important pieces by Sidney Marland, as well as two articles by critics of career education.

Marjiso, Joel H. (ed.). Career Education: Third Yearbook of the American Vocational Association. Washington, D.C.: American Vocational Association, 1973. \$8.50.

A series of essays explaining the foundation of career education and career education concepts. Includes recommendations for the development of a career education program.

Mangum, Garth L., et al. Career Education In The Academic Classroom. Salt Lake City: Olympus Publishing Company, 1975. 198 pp. \$8.95.

A book that resulted from a working conference on Career Education for the Academic Classroom (1974). A chapter devoted to career education in each of the following: science, math, English, social studies, visual arts, foreign language, and health sciences, recreation, and physical education.

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges For Young Women. New York: College Entrance Examination Board, 1975. \$4.50.

Designed to increase young women's awareness and thinking about career choice. This book describes more than 90 different careers. Information includes: what the work is like, requisite education, how many women are now in that career, salaries, future prospects, which colleges award the most degrees to women in each field.

Norris, Willa. Occupational Information In The Elementary School. Chicago: Science Research Associates, 1963. 243 pp.

An earlier work directed toward guidance activities to facilitate the elementary school students' vocational materials through self-understanding and career awareness. Also takes the point of view that occupational information should be incorporated into the traditional subject matter areas.

Picou, J. Steven and Robert E. Campbell (eds.). Career Behavior of Special Groups. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975. 448 pp. \$13.95.

Provides an overview and synthesis of career behavior research on special groups -- women, racial and ethnic minorities, and the handicapped. Discusses alternative policies for aiding members of special groups to overcome their unique difficulties experienced in the world of work.

Ressler, Ralph, Career Education: A New Frontier. Worthington, Ohio: Charles A. Jones Publishing Company, 1973. 147 pp. \$8.95.

Special attention is given to career education in the elementary school - instructional activities and facilities. The middle school is briefly discussed.

Stevenson, John B. An Introduction To Career Education. Worthington, Ohio: Charles A. Jones Publishing Company, 1973. 341 pp.

A handbook for personnel involved directly in guidance and counseling at the high school, post high school, college, and adult levels within the formal education structure. Serves as a basis for the development and implementation of career education for individualized career development.

Tennyson, W. Wesley, et al. Education for Career Development. St. Paul: Minnesota Department of Education, 1975. 166 pp. \$3.25.

Based on the assumption that what classroom teachers do and what occurs in the curriculum is crucial to the students' career development, the authors argue for close counselor-teacher cooperation. This volume reports on the Minnesota Career Development Curriculum Project.

Wernick, Walter. Teaching For Career Development In The Elementary School. Worthington, Ohio: Charles A. Jones Publishing Company, 1973. 229 pp. \$9.95.

An explanation of career development and the role of career education in the elementary school. Includes specific examples of instruction appropriate to different levels of the elementary school.

Wigglesworth, David C. (ed.). Career Education. San Francisco: Canfield Press, 1975. 186 pp.

A book of readings. Providing some historical background and an explanation of the rationale for career education and the cluster concept. Includes examples of career education in kindergarten through junior college classrooms.

## II. BOOKLETS, MONOGRAPHS, AND REPORTS

An Introduction to Career Education: A Policy Paper of the U. S. Office of Education. Washington, D. C.: U. S. Office of Education, 1974.

An important conceptual statement from the U. S. Office of Education. Basic assumptions of career education and projected learner outcomes are highlighted.

Antonellis, Gerald P. and George B. James. Cross Discipline Planning. Salt Lake City: Olympus Publishing Company, 1973. 68 pp. \$1.95.

An approach to coordinated instructional planning for career education at the secondary level. Brings together teachers of the four basic academic subjects with teachers of art, industrial arts, technical, and business education.

Artenzen, Jerry, et al. (eds). Career Education, A Design For Living. Lynwood, Washington: Edmonds School District #15, 1972. 87 pp. Free.

A manual to develop the role of the career counselor for K-12. Intended to provide a broad range of occupational orientation by focusing on career awareness, career exploration, and career preparation. Suggested objectives, activities, and discussion of the counselor's role in career education.

Benson, Arland N. Implementing Career Education Programs. St. Paul: Minnesota Department of Education, 1975. 118 pp. \$3.00.

Focuses on strategies of organizational changes as applied to career education and career development. Includes a section on exemplary programs

Bishop, Douglas D. et al. A Study to Determine Competencies Needed By Employees Entering Agricultural Mechanics Occupations. Bozeman, Montana: Montana State University, 1973. 124 pp.

Manual shows the attitudes, knowledge, and skills needed by people planning to enter twelve occupations related to agricultural mechanics. Numerous tables reveal implications for curriculum development.



Bridging The Gap: A Study of Education-To-Work Linkages. Final Report.  
New York: College Entrance Examination Board, 1975. 180 pp. \$4.00.

This report results from a year long study for NIE. Focuses on the education-to-work transition, the barriers which make the transition so difficult for many people, and the range of mechanisms that might smooth the transition. The theme throughout the report is that education and work are and should be distinct. Includes lists of figures and charts.

Bridging The Gap: A Study of Education-To-Work Linkages. Supplemental Report. New York: College Entrance Examination Board, 1975. 68 pp. \$2.75.

The supplemental report is intended to give some ideas of the nearly 200 kinds of programs currently under way that seek in various ways to link the world of education and work. The report describes 26 operational linkage programs classified as communication devices, participation substitution and integration. It proposes to give "how to" insights in developing and operating programs.

Career Development Concept: An Understanding Plan, And Work Packet For Education K-12. Minneapolis: Robbinsdale Area Schools. 188 pp.

A framework of background and reference materials for speeches, seminars, discussions. Discusses clusters, concepts, academic areas.

Career Development Education: Including the 4th R. Juneau, Alaska: Alaska State Department of Education, 1972. 52 pp.

K-12 Career Development Education Planning Model discussing and illustrating rationale, assumptions, definition of terms, description of the planning guide and the planning guide.

Career Development: Pupil Potentials Lab. Staff Packet. Robbinsdale Minnesota: Robbinsdale Area Schools, 1975. 35 pp.

A how-to booklet about a system that provides structure by which student-staff interaction will take place. The lab offers the student the opportunity to discuss his choice of topics with people of his choosing, leading to greater insight into himself. The booklet discusses the teaching procedures, teacher and student activities and resources.

Career Education: Disadvantaged Students. Columbus, Ohio: Center for Vocational Education, 1973.

Defines "disadvantaged" and reports on one comprehensive career education project aimed primarily at disadvantaged youth.



Career Education: Guidance in the Elementary School. Columbus, Ohio: Center for Vocational Education, 1973.

Summarizes research on career development in early childhood years. Outlines purposes of guidance programs in the elementary school and resources for guidance in career education.

Career Education: How To Do It. Washington, D. C.: U. S. Office of Education, 1974.

A handbook of useful "how to do it" ideas for implementing career education in a variety of classrooms. These ideas were developed by classroom teachers from each of the 50 states.

Career Education: How To Do It: Creative Approaches By Local Practitioners. Washington, D. C.: U. S. Office of Education, 1974. 196 pp.

Prepared to provide ideas that could be helpful for career education practitioners. Consists of how-to statements written during the U. S. Office of Education mini-conferences describing how the conference participants went about carrying out each of the career education tasks found in "An Introduction to Career Education" (USOE document). Includes roles of classroom teachers, business labor-industry community, counseling and guidance personnel, administrators and school boards.

Career Education: The State of the Scene. Washington, D.C.: U. S. Office of Education, 1974.

A sampling of career education developments, including selected classroom instructional activities. Grades K-12, as of November 1974.

Career Guidance: An Overview of Alternative Approaches. Columbus, Ohio: Center for Vocational Education, 1971.

A brief overview of exemplary alternative approaches to career guidance programs. Of special interest are examples of the developmental career guidance approach, K-14.

Careers for Peers Project. Four Volumes: Washington, D.C.: Wider Opportunities for Women, 1975. \$10.00.

A set of four booklets dealing with self awareness, career exploration, and locating jobs. Individual titles include:

1. A Dozen Ways to Find a Job
2. Exploring Occupations
3. Questions Only You Can Answer
4. You Decide

Clarifying Values Through Subject Matter: Applications for the Classroom.  
Minneapolis, Minnesota: Winston Press, 1973. 146 pp. \$2.95.

Offers approach for making classrooms more relevant to a world of change, confusion, and conflict. Includes three levels of teaching -- facts, concepts, and values -- and presents examples from the different subject areas. Section on using values strategies with subject matter.

CRT Coordinator's Operational Manual. Seattle, Washington: State Commission for Vocational Education, 1975.

Describes a program for delivering vocational training to youth in school districts isolated from urban centers -- districts lacking specialized personnel, facilities, and equipment.

Curriculum Development Center Guides. Lexington, Kentucky: Curriculum Development Center, University of Kentucky.

A series of five documents focusing on the nature of career education and its application at various levels of the instructional program. Includes the following:

- Comprehensive Career Education
- Implementing Career Education: Procedures and Techniques
- 3. Career Awareness: Suggestions for Teachers (K-6)
- 4. Career Exploration: Suggestions for Teachers (7-9)
- 5. Career Preparation: Suggestions for Teachers (10-12)

Decisions For Living: A Guide For Personal Planning. Teaching Suggestions for Decisions For Living. Watertown, South Dakota: Career Development Project, 1973. 103 pp. Free.

A booklet designed to help high school students prepare for the transition between school and earning a living. It may be used as review, reference, and record-keeping. Teaching Suggestions offers ideas for teacher use.

Dickson, Helen K. (ed.) Career Exploration, Designs For Field Trip Reporting. Watertown, South Dakota: South Dakota Career Development Project, 1975. 23 pp. Free.

Booklet which helps chart explorations and provides ways to log the adventures for primary through high school. Includes field trips, panel discussions, debate, chart experiences, bulletin boards, notebooks, diagrams, puppeting, role playing, simulation, and innovative reporting.

Goals For The Comprehensive Career Education Model. Columbus, Ohio: Center for Vocational Education, 1972. 181 pp. \$12.50.

The School-Based Comprehensive Career Education Model is one of four career education models initiated and supported by U.S.O.E. This volume

is a preliminary report of a major project designed to infuse career education into all levels of the school curriculum. Goals are stated K-12.

Gum, Moy F. The Elementary School Guidance Counselor: A Developmental Model. St. Paul: Minnesota Department of Education, 1969. 48 pp. \$3.00.

A rationale for elementary school guidance programs, including a discussion of competencies needed by the elementary school guidance counselor.

Handbook of Occupational Information. Vermillion, South Dakota: Business Research Bureau.

Presents brief job descriptions for numerous occupations, including nature of work, working conditions, level of skill required, requisite qualifications, and future job expectations.

High School Senior Girls and the World of Work: Occupational Knowledge, Attitudes and Plans. Columbus, Ohio: Center for Vocational Education, 1971.

Reports the findings of a study which explored the knowledge of work, attitudes toward work, and plans for the future of high school senior girls in selected schools.

Hoyt, Kenneth B. Career Education: A Newsletter Series. Chicago: Science Research Associates, 1975. 38 pp. \$2.00

A compilation of eight newsletter articles written by a leading advocate of career education (and present Director of the Office of Career Education, U. S. Office of Education). Articles relate career education to teachers, counselors, parents; respond to critics; and identify successful implementation.

Job Placement. Atlanta, Georgia; Atlanta Public Schools. 40 pp.

A manual directed to school systems who are initiating a job placement program. The manual includes chapters on planning and management, student development, job development, central record system, follow-up and follow-through, and an appendix.

Journal of Contemporary Business, "Women in Business: A New Look", V (Winter, 1976), 76 pp. \$3.00

Four essays which examine prevailing myths about women in the world of work -- general myths, employer's myths, and myths women hold. These four essays explore some implications and consequences of myth and reality.

Kleve, Gerald L., et al. Career Education in the Elementary School. St. Paul: Minnesota Department of Education, 1974. 81 pp. \$1.25.

Designed to familiarize teachers with some selected key concepts of career education and stimulate development of career education awareness concepts in the elementary school program.

Kunzman, Leonard E. Career Education in Oregon, A Statement on Improvement of Vocational Instruction in Oregon Schools. Salem, Oregon: Board of Education, 1970. 6 pp. 20¢

Planning statement designed to improve career education in Oregon. It deals with how secondary schools can become preparatory institutions for all students and how the total school curriculum can be related to real life goals of students.

Life-Career Development, A Guidance Model K-12+. Juneau: Alaska State Department of Education, 1973. 62 pp.

Prepared to assist in the development and implementation of effective career guidance programs. Model indicates essential concepts about career development and examples of how to translate these concepts into a practical program. K-Adult.

McClure, Larry. Career Education Survival Manual: A Guidebook for Career Educators and Their Friends. Salt Lake City, Utah: Olympus Publishing Company, 1975. 144 pp. \$2.95.

A brief review of career education and how it is being implemented in classrooms.

Models of Career Education Programs: Work Experience, Career Guidance, Placement and Curriculum. Columbus, Ohio: Center for Vocational Education, 1975.

Four papers delivered at the Career Education National Forum in March, 1975. The papers focus on four issues -- curriculum, work experience, career guidance, and placement -- of vital importance to the development of career education programs.

Monographs on Career Education. Washington, D.C.: Department of Health, Education and Welfare, 1974.

A series of monographs issued by the Office of Career Education, U.S.O.E. The series is intended for teachers, counselors, and administrators. The following titles are available:

1. Conditions in Education Calling for Reform: An Analysis
2. The Liberal Arts and Career Education: A Look At the Past and the Future
3. Career Education and Human Services
4. The Reserve Army of the Underemployed



Morgan, R.L. and M.W. Shook (eds.). Career Education Monograph Series. Raleigh: Center for Occupational Education, North Carolina State University, 1973. 9 titles. \$1.50 each. Set \$10.00.

This set of nine monographs resulted from a study of more than 100 career education programs currently underway in the United States. The monographs describe successful career education practices and are titled as follows:

1. A Manual for the Implementation and Administration of Career Education Programs
2. Elementary School Curriculum Guide
3. Middle School Curriculum Guides
4. High School Curriculum Guides
5. Post Secondary Career Education
6. Career Guidance
7. Placement and Follow-Up in Career Education
8. Professional Development
9. Involving the Community in Career Education

Nolan, Burton F. and Lorraine O. Morre. Who? Where? Why? Career Guidance, Counseling and Placement: A Developmental Self-Concept Approach. St. Paul: Minnesota Department of Education, 1975. 33 pp. \$1.50.

A guide focusing on the affective and experimental components of career guidance, counseling, and placement. Chapter 1: Career Development viewed through a self-concept model. Chapter 2: Vehicles for implementing the self-concept model. Chapter 3: Working with students. Chapter 4: Working with educational staff, parents, and community.

Ober, Keith and Kathryn Kearins. Exploring Careers: A Teacher's Handbook. Culver City, California: Social Studies School Services, 1973. 28 pp. \$3.50

A booklet of specific career education activities for grades 7-12, each one identified by grade levels and prime subject relationship. Booklet utilizes field trips, resource persons, hands-on activities and role playing. Includes all 15 occupational clusters.

Occupations and Education: Leaders in the Field Speak Out. Columbus, Ohio: Center for Vocational Education, 1969.

A compilation of papers dealing with planning for post-secondary school occupational education, identifying new and emerging occupations, and student recruitment for post-secondary occupational education programs.

Planning Ahead For the World of Work. Columbus, Ohio: The Center for Vocational Education, 1971. 64 pp.

Material designed to help the student think about some of his concerns in planning a career. It is exploratory in nature and not intended to provide actual career choice. The materials include a teacher manual, student materials, and transparency masters.



Schnieding, Orville et al. Counselor's Workbook. South Dakota Model. Pierre, South Dakota: Division of Elementary and Secondary Education, 1974. 50 pp. Free.

A booklet prepared to assist school counselors in the planning, development, implementation, and evaluation of an effective guidance and counseling program. The workbook contains an accountability model, needs assessment instrument, suggested objectives, and accompanying activities.

Smith, James Alfred (Director). Interdisciplinary Support Classes: Final Report. Banks, Oregon: Banks High School District #13, 1974. 11 pp. Free.

A method to develop support classes for career cluster within English and Math departments, identify common cross cluster units or mini-courses and to suggest support materials for use by career cluster students in regular 9-12 classes.

Sweerland, Steve and Dennis Neibeling. The Career Resource Center: Putting It All Together. An Exemplary Guide. St. Paul, Minnesota: St. Paul Public Schools, 1975. 140 pp. \$5.00.

A definition of one process model by which Career Resource Centers can become established in the schools. An outline of procedures, materials, and ideas for organizing and operating a center.

The Choice and Implementation of A Career Related Experience. Salt Lake City: University of Utah, 1975. 12 pp.

Based on the belief that experiential learning is one of the best ways of obtaining first-hand information about what it might be like to work in a specific field, this booklet assists the user to discover career areas of interest. Five Sections are included:

1. Preparation For Identifying a Career Related Experience
2. Identify the Experience
3. Identify Where You Would Like to Have The Experience
4. Analyze What You Can Offer
5. Evaluate Your Work Experience

Thomas, Charles E. Fire Service Orientation and Indoctrination. Stillwater, Oklahoma: Fire Protection Publications, Oklahoma State University, 1975. 140 pp. \$4.50.

Designed to acquaint reader with history, traditions, and organization of the fire service. Sections include orientation, early traditions and history, functions of a fire company, how a fire department functions, your fire service career, and fire service language.

What About Vocational Education? (3 parts). Olympia, Washington: Vocational Curriculum Management Center, 1970, 1971, 1972. 123 pp. \$3.15.

- Part I     A Guide for Action in the 70's (28 pp). A look at the nation, the need, a program of action for vocational education.
- Part II.   A Guide for Career Awareness (28 pp). An idea sharing about variety of career awareness existing in Washington.
- Part III.   Career Awareness Programs for the Elementary Schools (66 pp.). Offers concepts and activities to be adapted, not a certain curriculum or a course.

Women in the Work Force: Development and Testing of Curriculum Materials. Columbus, Ohio: Center for Vocational Education, 1972.

Reports the work of a project designed to aid secondary school girls in making career plans consistent with their interests and capabilities, and with the expanded opportunities for women in the world of work.

Yellow Pages of Learning Resources. Philadelphia: Group for Environmental Education, 1972. 94 pp. \$1.95.

This book imitates the yellow pages of a telephone directory. It is a guide to learning resources available in any city or town. Particularly important to career education is the guide to people and processes in a city.

Guidance Kit For Elementary Counselors and Teachers. Chicago: Science Research Associates. \$35.40.

A library of practical information, reference, and sample programs for providing guidance services in the elementary school. Consists of three components:

- A. Professional Materials
1. Occupational Information in the Elementary School
  2. Teacher's Guidance Handbook: Helping Children with Special Needs
  3. Teacher's Guidance Handbook: Identifying Children with Special Needs
  4. Workbook for Teacher's Guidance Handbook
- B. Classroom Instructional Materials
1. Introducing the World of Work to Children
  2. Here I Am
  3. Learn How To Study
  4. The Me I Know
  5. What Could I Be?

6. What I Like To Do

C. Booklets for Teachers, Counselors, and Parents

1. Fears of Children
2. Helping Children Develop Moral Values
3. Helping Children Read Better
4. Helping Children Understand Sex
5. Parents and Teachers as Partners
6. The Roots of Self Confidence
7. Self-Understanding: A First Step To Understanding Children
8. Understanding Hostility in Children
9. Why Children Misbehave

### III. BIBLIOGRAPHIES, CATALOGS, DIRECTORIES

Career Development Resource Materials K-6. St. Paul: Minnesota Department of Education, 1972. 54 pp. \$1.00.

A three-part bibliography including materials on personal development, the world of work and an alphabetical listing of occupations. Annotations included.

Cumulative Career Index. Moravia, New York: Chronicle Guidance Publications, Inc., 1973. 217 pp.

A reference for counselors who wish to obtain free and inexpensive materials. 700 sources of publications and audio visual materials are identified.

Developmental Guidance Materials For the Elementary School (Revised). St. Paul: Minnesota Department of Education, 1974. 101 pp. \$2.00.

An annotated bibliography of developmental and career guidance materials. It includes developmental guidance materials - general and vocational awareness materials.

Drier, Harry N., Jr., (ed.). Career Development Resources: A Guide To Audio Visual and Printed Materials for Grades K-12. Worthington, Ohio: Charles A. Jones Publishing Company, 1973. \$11.95.

Over 2,000 films, filmstrips, records, tapes, kits, games, books, and other printed materials are described and grouped by grade level and career education concepts.

Educational Films. Champaign: University of Illinois, 1975. 824 pp. \$5.00.

An extensive listing, including annotations, of 16 mm films in the holdings of the University of Illinois library. Contains listings of films appropriate to primary through adult instruction.

Educators Guide To Free Films. 35th Edition. Randolph, Wisconsin: Educators Progress Service, Inc., 1975. 744 pp. \$12.75.

More than 4,000 16 mm films are annotated. These films are available free of cost to teachers. (No rental or service charge.)



Educators Guide To Free Filmstrips. 27th Edition. Randolph, Wisconsin: Educators Progress Service, Inc., 1975. 180 pp. \$9.25.

More than 500 filmstrips, slides, and transparencies are listed and classified.

Films and Video Cassettes. Bloomington, Indiana: Agency for Industrial Television, 1976. 96 pp.

A catalog of 16 mm films and 3/4" video cassettes for use in primary through adult education classrooms.

Guidance, Counseling, Placement, and Follow-Through Systems: Information Sources. Columbus, Ohio: Center for Vocational Education, 1974.

An annotated bibliography of research reports and journal articles relevant to the topic area: guidance, counseling, placement, and follow-through services.

NWB Films. Sioux Falls, South Dakota: Northwestern Bell Telephone Company, 1975. 23 pp.

More than 150 films are listed. These films are available free of rental cost to teachers.

Personnel Development for Career Education: A Selected Annotated Bibliography. Columbus, Ohio: Center for Vocational Education, 1973. 377 pp. \$12.50.

An extensive bibliography of books, dissertation abstracts, journal articles, and other documents. Intended for those who have the responsibility for preparing and utilizing staff effectively.

Sex Stereotyping and Occupational Aspiration. Columbus, Ohio: Center for Vocational Education, 1975. 43 pp. \$3.00.

An annotated bibliography of literature pertaining to sex bias and sex role stereotyping in the world of work.

#### IV. CURRICULUM GUIDES

A Primary Teacher's Guide for Integrating Career and Consumer Education and Consumer Education and Reading and Language Arts Goals. Portland, Oregon: Portland Public Schools. 55 pp.

A guide to product development and provides a procedure for identifying content and concepts in other reading and language arts materials. Suggests procedures for organizing several sources of content used in the classroom.

Accounting Occupations: Occupational Cluster Guide. Salem: Oregon Board of Education, 1973. 260 pp. \$2.50 each.

Curriculum guide providing entry-level training opportunities on a basis for further specialized education. The guide is oriented toward preparation of students for a cluster of related accounting jobs. It describes a general high school accounting cluster program, occupational and instructional data, accounting occupations cluster curriculum, special areas of learning experiences, future business leaders, and appendices.

Agriculture: Occupational Cluster Guide. Salem: Oregon Board of Education, 1970. 156 pp. \$2.50.

A guide designed to provide teachers with a compilation of recommended competencies and learning activities which will prepare students for entry-level employment or advanced training in an agricultural occupation. It includes occupational and instructional data, cluster curriculum, occupational specialty courses and appendix.

An Overview of Health Occupations. Salt Lake City: Utah State Board for Vocational Education, 1974. 33 pp. First copy free, additional copies, \$2.00 each.

Guide incorporates the areas of basic medical technology, anatomy and physiology, hygiene and asepsis, and human relations and communication as they relate to the sick and injured. Includes general job information and goals and objectives of the overview. For secondary and post secondary.

Anderson, Paul et al. Career Development For English Teachers. St. Paul: University of Minnesota, 1974. 106 pp. \$2.50.

Designed to aid the junior high English teacher. Contains a series of learning activities to increase students' awareness of occupations related directly or indirectly to English skills and suggests a series of steps one might follow in planning any career.

Auto Body Repair And Painting Program. Pocatello: Idaho State Board for Vocational Education. 15 pp.

An outline of the general headings for a three-year auto body repair and refinishing program at the secondary level. Includes course outline, teaching guide and schedule, textbook and handtool listing, and facility floor plan.

Auto Mechanics Program. Pocatello: Idaho State Board for Vocational Education. 39 pp.

A three-year course outline designed to give the student a broad basic understanding of automotive theory and shop practices. Includes course outline, suggested projects, and material sources. Secondary level.

Automotive Mechanics Instructional Program. Block I - Orientation. Block II - Engine Fundamentals. Lexington: University of Kentucky. 159 pp.

Block I is designed to provide a guide for teachers in planning instructional programs in the basic theory and practice of a beginning course in automotive mechanics. Block II presents 49 lessons on the engine.

Benson, Arland. A Resource Guide for Career Development in the Junior High. St. Paul: Minnesota Department of Education, Division of Instruction, 1973. 163 pp. \$3.50.

Guide to provide conceptual framework and suggested techniques and materials for junior high by providing career development experiences in all school subjects and general school experiences. Includes suggestions for implementation and evaluation.

Bottoms, James E. et al. (eds.). Career Education Resource Guide. Morristown, New Jersey: General Learning Corporation, 1972. 257 pp. \$4.25.

A collection of approximately 100 case study/lesson plans for activities with the aim of integrating into the standard curriculum a range of career education objectives at levels K through adult. Each lesson plan contains concepts, performance objectives, readily available classroom materials, a lesson capsule and observations.

Building Construction: Occupational Cluster Guide. Salem: Oregon Board of Education, 1972. 250 pp. \$2.50 each.

A curriculum guide designed to give teachers instructional specifications for developing a building trades curriculum. It includes occupational and instructional data, cluster curriculum, instructional specifications, and appendices.

Business and Office Occupations: State Business and Office Occupations Curriculum Guide. Teacher's Manual. Salt Lake City: Utah Board of Education, 1974. 42 pp. \$1.25.

A publication prepared as a general curriculum guide for business and office education teachers in grades 7-12. The guide focuses on recommended curriculum offerings and accountability levels for business and office occupations subjects.

Business Education Curriculum Guidelines. Helena, Montana: Office of Superintendent of Public Instruction, 1971.

Suggested guidelines for developing a business curriculum in schools with enrollments of 500 and over, 200-500, 75-200, less than 75 students.

Career Awareness for Secondary and Elementary Students: A Guide for K-12. Sioux Falls, South Dakota: Sioux Falls Public Schools, 1972.

Outlines the scope, goals, and objectives for a career education program. Includes lesson plans for use throughout the curriculum.

Career Development Curriculum For Music Teachers "Music In Careers". St. Paul: Minnesota Department of Education. 55 pp. \$1.50.

A guide for the music teacher, suggesting classroom activities and related to various music-oriented careers, jobs, and fields.

Career Development Through Home Economics Experiences. St. Paul: Minnesota Department of Education, 1974.

For use in junior high school home economics classrooms. Students experience different simulated work tasks and explore a variety of occupations in the home economics area.

Career Development Through Industrial Education Experiences. St. Paul: Minnesota Department of Education, 1974.

The present content of industrial arts instruction at the junior high level samples a variety of potential careers. This guide includes a number of student "hands-on" activities to facilitate industrial arts and career development objectives.

Career Education Curriculum Guide, Grades K-6. Bristol, Conn.: Bristol Board of Education, 1975. 127 pp.

A curriculum guide for each grade K-6. There are several lessons for each grade and each lesson presents goals, career education objectives, materials, procedures, results and evaluation.



Career Education Curriculum Guide, Grades 7 and 8. Bristol, Conn.: Bristol Board of Education, 1975. 72 pp.

A guide covering the major junior high subject areas. Each lesson includes the goal, objectives, materials, procedure, results, and evaluation.

Career Education In The Classroom. Aberdeen, South Dakota: Department of Interior, Bureau of Indian Affairs. 135 pp. Free.

Programs designed to assist Bureau of Indian Affairs schools in developing career education activities within the local school system. Contains activities and experiences basic for integrating into the regular school curriculum K-12. Includes suggested activities, techniques, and resource materials.

Career Education: Junior High 7-9, Science. Sedalia, Missouri: State Fair Community College, 1974. 41 pp. \$2.50.

A curriculum guide presenting career related lessons on animals, astronomy, chemistry, conservation, light, metric system, plants, etc. Each lesson presents career related activities, resources, and evaluations/outcome. It also presents philosophy, concepts, career education objectives, and student learning goals.

Career English. Dover: Delaware Department of Public Instruction. 13 pp. Free.

A ditto booklet stating goals, student objectives, activities, a career English notebook checklist, sample inventories and forms to further self-awareness, confidence, and communication skills.

Career Orientation 7-8: Social Studies. Cincinnati, Ohio: Cincinnati Public Schools, 1973.

One of a series of manuals for providing career orientation experiences in grades 7 and 8. This guide provides activities and information concerning careers in the subject area of the social studies.

Career Orientation 7-8: Art. Cincinnati, Ohio: Cincinnati Public Schools, 1973. 26 pp.

One of a series of manuals for providing career orientation experience in junior high. The guide provides activities and information concerning careers in art.

Career Orientation 7-8: Physical Education. Cincinnati, Ohio: Cincinnati Public Schools, 1973. 41 pp.

One of a series of manuals for providing career orientation experiences in junior high. This guide provides activities and information concerning careers in the area of physical education. It covers team sports and related fields.

Career Education Program. 3 Vols, Boston: Houghton Mifflin Company, 1973. \$21.00 each volume.

Three sourcebooks for use throughout the school curriculum:

- A. K-6: Sample lessons to show how career education can be integrated into existing academic program at each grade level of the elementary school. Contains duplicating masters.
- B. Grades 7-9: Three units focusing on factors related to career choice (educational planning, decision making, personal information, individual differences) which are more important considerations in the grade 7 through 9 years than is exploration of specific careers. Contains duplicating masters.
- C. Grades 10-12: Four units which examine personal values and work values, factors which influence career choice, how to obtain occupational information. Includes vocational interest inventories and vocational aptitude tests. Contains duplicating masters.

Clerical: Occupational Cluster Guide. Salem: Oregon Board of Education, 1971. 140 pp. \$2.50.

A curriculum guide covering four general categories: general clerk, clerk typist, receptionist and key punch operator. It is intended to provide an avenue of progress for students whose interests lie in the clerical field. It includes occupational and instructional data, clerical curriculum, occupational specialty courses and appendix.

Cluster Implementation Guide. Salem: Oregon Department of Education, 1973. 55 pp. Free.

A guide to provide information needed for 11th and 12th grade cluster program implementation or improvement. Particularly useful where occupational cluster approach is to be used.

Consumer Education Curriculum Guide For Kentucky. Lexington: University of Kentucky, 1970. 155 pp. \$4.50.

Guide developed for course in consumer education or as a part of home-making program. Seven major units: consumer behavior, managing economic resources, consumer credit, consumer buymanship, consumer aids and information, consumer protection, and financial security. Designed for high school and adults.

Edmondson, Robert J. (Director). Bristol Career Education Curriculum Guide Grades 9-12. Bristol, Conn.: Bristol Board of Education, 1975. 157 pp.

Collection of activities developed by Bristol classroom teachers. Section on Art, Business, Consumer Education, Distributive Education, English, Foreign Languages, Guidance, Health, Home Economics, Humanities, Industrial Arts, Library, Math, Psychology, Science, Social Studies, and Special Education. Appendix included.

Electricity-Electronics: Occupational Cluster Guide. Salem: Oregon Board of Education, 1970. 212 pp. \$2.50.

A guide designed to prepare students for five key occupations which are representative of the total family cluster: electronics assembler, electrical repairman, electrical appliance serviceman, electronics technician, and electrician. Guide includes occupational and instructional specialty courses, and appendix.

Exploring Occupations in the Natural Resources. A Student Resource Guide for the Middle School. Washington, D.C.: U. S. Government Printing Office, 1973. 91 pp. \$1.00.

A suggested strategy for implementing career development programs in the field of natural resources. It includes activities developed to offer a means of learning from experience, as well as in the classroom.

Forest Products: Curriculum Guide For Forest Products. Salem: Oregon Board of Education, 1972. 200 pp. \$2.50 each.

A curriculum guide for the forest products cluster which is intended for high school students planning to enter one of the forest products industries or specialized post high school training after high school graduation. It includes occupational and instructional data, forest products, cluster curriculum, instructional specifications, and appendices.

Goals: Career Education Curriculum Guide K-12. Sioux Falls: South Dakota School for the Deaf, 1975.

A comprehensive curriculum guide developed by the faculty of the South Dakota School for the Deaf for use in this particular school. The individual lessons are also applicable to classrooms involving other than deaf children.

Graphic Communications - Printing, An Integrated Secondary, Post Secondary Curriculum Guide and Test (Tentative). Salt Lake City: Utah State Board for Vocational and Technical Education, 1974. 92 pp. First copy free, additional copies, \$2.00.

Guide outlining what should be taught to prepare students with job

entry skills, not how to teach the materials. It includes introductions to letterpress, offset and advanced printing, and vocational graphics communications printing.

Hart, Jim (ed.). A Language Arts Curriculum Guide. Watertown: South Dakota Career Education Program. 150 pp. Free.

A collection of career education units for grades 7-12 designed to increase the students' motivation by demonstrating relevance and to contribute to the process of reasoned career choice. The guide offers suggested initial exercises, written communications and oral communications.

Hart, Jim (ed.). An American History Curriculum Guide. Watertown: South Dakota Career Education Program. 15 pp. Free.

The guide offers an example of how a career education theme could be woven into a secondary school American history course. It seeks to show the student that the basic occupational configurations and characteristics of historical era are a product of the dominant economic forces of that period. It includes a course structure, possible classroom procedures, and a course syllabus.

Hart, Jim (ed.). Health Curriculum Guide. Watertown: South Dakota Career Education Program. 25 pp. Free.

The guide presents examples of career education units that can be incorporated into a junior high health course. The guide includes introduction to careers in health and medicine, the changing nature of work roles in health, community health services, health services organizations, supplies industries, resource people, and appendices.

Hart, Jim (ed.). Music Curriculum Guide. Watertown: South Dakota Career Education Program. 15 pp. Free.

The guide presents examples of career education units that can be incorporated into a junior high music program. The guide includes an introduction to careers in music, music composition, musical instruments, performance, related careers, music and public service research and appendices.

Health Occupations: Occupational Cluster Guide. Salem: Oregon Board of Education, 1969. 140 pp. \$2.50.

A curriculum designed to prepare high school students for entry into one of a broad group of occupations or into post high school or higher education. It concentrates on 10 key occupations. The guide includes occupational and instructional data, cluster curriculum, occupational specialty courses and appendices.



High School Health Occupations: Manual for Teachers. Lexington: Kentucky Department of Vocational Education, University of Kentucky, 1971.

Designed to assist teachers in planning and teaching the high school student enrolled in a vocational health occupations program. Emphasis is on learning experiences in a real clinical environment under the supervision of qualified personnel.

Home and Family Life Section, Guideline For Teaching. Olympia, Washington: Coordinating Council for Occupational Education, 1972. 45 pp. \$1.00.

Manual provides course outline, suggested learning activities, and listings of resources for anyone interested in training preschool children's assistant at the secondary or post-secondary level.

Homemaking Education In Oregon Secondary Schools. Salem: Oregon Department of Education, 1965. 231 pp. \$2.90.

A handbook prepared to help the home economics teacher plan the local homemaking program. It is not intended to be a day-to-day guide, but a framework from which specific curricula can be developed to meet student needs. Units include relationships, management, child care and development, clothing, foods and nutrition, and housing and home furnishings.

Junior High Mini-Courses. Pleasant Hill, Oregon: Pleasant Hill School District #1, 1974. 18 units. \$1.00 each.

A collection of junior high 9-week mini-courses, each one containing a course description, general objectives, behavioral objectives, and a course outline. The titles include:

- Geometric Construction
- Girls Track and Field Officiating
- Industrial Arts for Girls
- Beginning Folk Guitar Playing and Singing
- Intermediate Tumbling For Girls
- Kollector's Korner
- Komputer Kicks
- Leather Craft
- Sign Language
- Modeling, Manners, and Make-Up
- Romance in Rails
- Weight Training For Girls
- Rug Crafts
- Bachelor Know-How
- Crazy Quilts
- Ecology and You
- Fiber Craft Hangings
- Outdoor Survival and Rock Climbing
- The World of Science Fiction

Keiser, Jerry C. and Elizabeth C. Wampler (eds.). Career Education Curriculum Guide. Indianapolis: Indiana State Department of Public Instruction, 1973. 380 pp. Free.

A K-12 model describing how career education can be implemented. Provide a state model, unit guides, activities, bulletin boards, games sources of information, career clubs, etc.

K-12 Guide For Integrating Career Development Into Local Curriculum. Excerpted Edition. Madison, Wisconsin: Department of Public Instruction, 1971. 67 pp.

A guide prepared to assist local personnel develop and implement a career development program. It includes a career development model, emerging self and vocational identity, career development concept expansion, activities for increasing student involvement, suggested sequence, and a discussion of the vocational education role in career education.

Occupational Cluster Guide. Salem: Oregon Board of Education, .8 books. \$2.50 each.

A set of 8 separately bound cluster curriculum guides. The occupations include food service, electricity-electronics, forest products, accounting, building construction, health, clerical and agriculture. Each guide contains occupational and instructional data, cluster curriculum, occupational specialty courses and appendicies. Intended for senior high.

Peterson, Janice. The Development of a Career Exploratory Program For Students Enrolled in Grades 6, 7, and 8. Part F. Renton, Washington: Renton School District # 403, 1973. 500 pp.

Report addresses itself to the home and family life environment with the role of the teacher described as that of guidance and not necessarily direction. Implementation results in a comprehensive and articulated program. Includes learning packets.

Preparation and Counseling for the World of Work and Supplement. Fort Benton, Montana: Fort Benton Public Schools, 1974. 207 pp. Supplement 109 pp.

A booklet of mini-courses prepared to allow each classroom teacher to conduct activities in most basic skill areas to teach the concepts of career education. Activities are of interest to students K-6. Includes such areas as arts and crafts, outdoor living, personal banking, photography, culinary arts, etc.

Rich Daniel (ed.) Development of a Career Exploratory Program For Students Enrolled in Grades 6, 7, and 8. Part D. Renton, Washington: Renton School District No. 403, 1973. 300 pp.

Report addresses itself to the industrial arts, business education and the creative arts environment with the role of the teacher described in terms of guidance and not direction. Learning activity packets for concept skill clusters identified with above disciplines.

Self Understanding Through Occupational Exploration, Gardiner Junior High School. Oregon City, Oregon: Oregon City School District No. 62, 1974. 183 pp.

A summary of an interdisciplinary approach to career education in a junior high school. It contains the evaluation reports, quarterly reports, career assessment forms, samples of curriculum in math, health, science, and industrial arts, avocourses, and career unit activities.

Science Careers. Career Orientation Grade 7 and 8. A Unified Approach. Activity Manual. Cincinnati: Cincinnati Public Schools, 1971, 229 pp.

A book designed to aid junior high science teachers relate the science curriculum to careers in the scientific fields. The book consists of 15 lessons, each one presenting a number of activities, worksheets, and selected references.

State Plan For Career Education. Louisiana Career Education Goals and Objectives. Miscellaneous Louisiana Career Education Papers. Baton Rouge: Louisiana State Department of Education, 1975.

A framework for a vitalization of education and training from kindergarten through post secondary in Louisiana. It also provides an overview and rationale for implementing career education programs and a loose structure within which to develop programs.

Teacher Guide For Business Education, Child Services, Health Services, Construction Technology, Grades 7-12. Pleasant Hill, Oregon: Pleasant Hill School District No. 1, 1973. 68 pp. \$2.95.

A teacher's handbook containing background information on the subject areas. It contains purposes, performance criteria, objectives, evaluation, and lists sources.

Thomas, Mary Jo et al. Career Centers For Kids. Anchorage: Anchorage Borough School District. 483 pp.

A description of complete learning centers for grades K-6. Designed to help elementary teachers use the learning center approach to individualize classroom instruction and infuse career awareness into the many subject areas taught daily by elementary teachers. Each of the model centers represents an occupational cluster.

World of Work Guide, Grades 1-12. Eugene, Oregon: Bethel School District  
No. 52, 1971. 68 pp. \$1.00.

A guide introducing students to the world of work. Behavioral objectives, suggested activities, resources, and evaluation are listed for each academic level. Eight-part appendix.

Child Development Equipment. Lexington: University of Kentucky, Instructional Materials Laboratory, 1971.

For use in consumer and homemaking education classrooms at the junior high and senior high school level. Outlines basic equipment and materials needed for teaching phases of child development.

Careers In Communications Media: Instructors Guideline. Salem: Oregon State Department of Education, 1975. 144 pp.

In-depth exploration of the communications media occupations cluster. Permits user to extend procedures to all 15 clusters, interrelate Department of Labor information to the communications media cluster, and relate cluster scheme to other career education programs. Field site tested. Includes perspective, job titles and curricula.



## V. EVALUATION INSTRUMENTS

A Systematic Approach to Evaluating Career Education Materials at the Local Level. Washington, D.C.: Peat, Marwick, Mitchell, and Company, 1974. 31 pages.

Presents an assessment instrument designed to assist career education practitioners in identifying, classifying, and evaluating career education instructional material. Also lists sources of career education materials.

Career Education Materials Analysis Instrument. Boulder, Colorado: Social Science Consortium, Incorporated, 1975.

An analysis instrument designed to aid classroom teachers in evaluating the educational soundness and accuracy of career education instructional materials. The instrument is adapted from the widely used Curriculum Materials Analysis System (Morrisette, et al., 1971).

Career Education Needs Assessment. Salt Lake City: Olympus Publishing Company, 1975. \$2.50.

A package of four different test instruments, each designed for use with a specific group: teachers and administrators, and students in grades Kindergarten-Three, Four-Six, and Seven-Twelve. Designed to enable school administrators to plan career education programs based on the specific needs of students and faculty. An interpretation guide is included.

EPIE Career Education \*S\*E\*T\*, 2 Volumes. New York: EPIE Institute, 1975. Volume I - 110 pages; Volume II - 294 pages. \$24.80.

A two-volume set of selection and evaluation tools prepared by Educational Products Information Exchange. Volume I describes how to select and evaluate instructional materials. Volume II contains analyses of seven hundred pre-screened materials.

Wentling, Tim L. and Tom E. Lawson. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, Incorporated Publishers, 1975. 355 pages. \$11.95.

Suggests methodologies for evaluation of vocational-technical education programs: design, actual measurement of student performance, and follow-up studies as an evaluation tool.

## VI. FILMS, FILMSTRIPS, PICTURES, SLIDES, AND TRANSPARENCIES

Career Education: What It Is and How To Do It. Salt Lake City: Olympus Publishing Company.

Two filmstrips and cassettes present the basic idea of career education. Suitable for civic organizations, professional groups, pre- and in-service, advisory councils. Approximately one-half hour.

Career Pictures. Columbus, Ohio: Xerox Education Publications, 1974.

Photo posters designed for career awareness programs K-6. Also includes suggested instructional activities for primary, intermediate, and upper elementary grades. Packets of posters are arranged according to career cluster concept.

Jacobson, Thomas J. Knowledge Needed To Obtain Work: Teacher/Counselor Guide. Chicago: Science Research Associates, 1973. \$53.50.

Overhead transparency program for grade 9 through adult that illustrates how to select a job and apply for it. Text accompanies the 64 overlays and elaborates on key statements. Loose-leaf notebook.

Library of Career Counseling Films. Philadelphia: Counselor Films, Inc. \$220 per film.

A series of forty films, each between fourteen to sixteen minutes in length, exploring all the broad areas in the world of work. One film focuses on the entire spectrum of work; thirty-eight films examine major divisions within the world of work; one film centers on how a career develops. The following individual titles in the series are in the materials library of the South Dakota Career Education Project:

1. The World of Work
2. How a Career Develops
3. Is a Career As a Technician for You?
4. Is a Career in the Health Services for You?
5. Is a Sales Career for You?
6. Is a Career in Machining for You?
7. Is a Career in the Service Industries for You?
8. Is a Career in Radio or Television for You?
9. Is a Career in Government for You?
10. Is a Career in the Hotel or Motel Business for You?

11. Is a Career in Electronics Manufacturing for You?
12. Is a Career in Clerical Work for You?
13. Is a Career in the Professions for You?
14. Is a Career in Management for You?
15. Is a Career in Finance, Insurance, or Real Estate for You?

Looking Ahead to a Career. Washington, D. C.: U. S. Department of Labor, \$10.00.

Major Components: A profile of America's labor force in 1972 and a view of changes that are expected to take place in its composition and size by 1985. High School level.

- A. 53 slides which provide information on size of work force, sex and racial characteristics, educational attainments, industries and occupations in which workers are employed, and changing educational and training requirements.
- B. Narrative booklet showing slides in the series and summary information.

Matiwah, N. J. Community Helpers. Troll Associates, 1972. \$56.00.

A series of eight captioned filmstrips designed to introduce young children to people and places that serve the community. Each filmstrip describes either a service provided by various professionals or a facility available to the public. Includes a brief teacher's guide.

Mothers Work. Lakeland, Florida: Learning Resources Company. \$47.50.

A series of six captioned filmstrips which deal with mothers working in the home, at the office, as a waitress, in a bank, in a drug store, and as a dental assistant. For elementary use.

## VII. GAMES AND SIMULATIONS

Janus Job Interview Kit. Hayward, California: Janus Book Publishers,  
1976. \$23.95.

A kit designed to provide the basic materials needed to conduct simulated job interviews for 30 different entry-level jobs. Designed for students with 12th grade education or less and seeking jobs as non-skilled or low-skilled workers. Particular attention given to senior high special needs students. A culminating activity in pre-employment training.

Nelson, Dr. Frank, et al. Simulated Office Education Guidelines.  
Olympia, Washington: Curriculum Management Center, 1975.  
107 pp. \$2.20.

Attempt to aid Washington business teachers in the development of office education simulation programs for their classrooms. With this manual and the outside sources mentioned, teachers can complete the task of providing a simulated office experience.



### VIII. INSTRUCTIONAL UNITS

Anderson, Paul, et al. Career Development Through English Experiences. St. Paul: Minnesota Department of Education, 1974. 106 pp. \$2.50.

A package designed to aid the junior high English teacher. It contains a series of four learning activities: Who Am I? What Are The Life Options Available? What Should I Consider When Investigating An Occupation? and What Do I Do Next?

Asche, F. Marion and W. Wesley Tennyson. Career Development Through Industrial Education Experiences. St. Paul: Minnesota Department of Education, 1974. 55 pp. \$2.50.

Guide developed for junior high. Designed to provide student activities accomplishing both industrial arts and career development objectives.

Atkins, Oscar T. Introduction--Orientation To The World Of Work. Lexington: Curriculum Development Center for Kentucky, 1974. 46 pp. \$3.00.

One of the series of the "Orientation to the World of Work" units designed for special vocational education teachers and other vocational education teachers who have disadvantaged and handicapped students in their classes. Contains rationale, outlines, unit objectives, lesson plans, resource lists and student materials.

Career Awareness: A K-3 Activities Book. Anchorage: Anchorage School District, 1974. 90 pp.

An activities book covering the topics of self-understanding, work, leisure, planning and decision-making, community involvement, basic studies and occupational preparation, and a bibliography of suggested materials for career education. Suggested lessons include concepts, goals, objectives, learning activities, materials, and resources.

Career Education Curriculum Materials. Pikeville, Kentucky: Pikeville Independent School District, 1973.

A compilation of lesson plans developed during a three-year career education curriculum project. Units are included for grades 1-6.

Career Education, Junior High 7-9 English. Sedalia, Missouri: State Fair Community College, 1974. 57 pp. \$2.50.

In addition to presenting a philosophy, concepts, career education objectives, and student learning goals -- the guide presents major units of study for short story, non-fiction, poetry, grammar, plays, mythology, oral communications, composition, and book reports. Each unit presents career related activities, resources and evaluation/outcome. Appendices.

Career Education: Junior High 7-9 Mathematics. Sedalia, Missouri: State Fair Community College, 1974. 52 pp. \$2.50.

A collection of units containing career related activities, resources, and evaluation/outcome for 17 areas of study. The guide also presents philosophy, concepts, career education objectives, and student learning goals. Appendices.

Career Education: Junior High 7-9 Social Studies. Sedalia, Missouri: State Fair Community College, 1974. 53 pp. \$2.50.

A collection of units centering on the major topics of contemporary-since 1900 - and North American history. Each lesson includes career related activities, resources, and evaluation/outcome. Appendices.

Carney, Norris Edward. Orientation to Off-Farm Agricultural Occupations. Lexington: University of Kentucky, 1972. 32 pp.

A unit developed for programs in off-farm agricultural occupations. It represents an introduction-orientation for those students being placed in agri-business in the community. Intended for eleventh grade students.

Communication: Skills for Career Education: Junior High/Middle Schools. Olympia, Washington: Coordinating Council for Occupational Education, 1972.

A series of instructional units designed to develop students' language capabilities through information and insights about themselves and the world of work.

Curin, Gerri, et al. Search for Values. Villa Maria, Pennsylvania: The Center for Learning, Inc., 1972. 117 pp.

A series of forty-four value clarification lessons. Designed to help a person see more clearly the directions his day-to-day life choices are taking.

Davidson, Kathryn. Curriculum Materials for Boys' Classes in Home Economics. Helena, Montana: Superintendent of Public Instruction, 1971. 57 pp.

This excerpt from Davison's masters' thesis covers the following: Characteristics of boys and girls, clothing selection, grooming, foods, management of resources, housing and design, personal and family relationships, and bibliography. The format lists objectives for each of the above areas. Grades 9-12.

Employability Skills Handbook. Des Moines: Des Moines Public Schools, 1975.

A guide to teaching skills required in career placement, such as self-appraisal, locating jobs, securing and holding a job, writing job resumes, job interviews, etc. Written for senior high school level.

Food Service Occupations: Occupational Cluster Guide. Salem: Oregon Board of Education, 1970. 212 pp. \$2.50.

A guide outlining basic knowledge and skills necessary for entry-level employment in a broad group of occupations in the food service industry. Designed for 11th and 12th grade students. The guide includes concepts, objectives, learning experiences and evaluative criteria.

G.I.T. - 7 (Getting It Together). Eugene, Oregon: Eugene Public Schools, 1973. 172 pp. \$1.50.

A two-part career education program for seventh grade: Self-awareness and the World of Work. Objectives and procedures are provided for each of the 43 lessons.

G.I.T. - 8 (Getting It Together). A Teacher's Guide. Eugene, Oregon: Eugene Public Schools, 1973. 168 pp. \$1.50.

There are five main units of study within the course. Emphasis is placed on small group work. 1. Includes tapes, film loops, learning packages and reading material. 2. Designed to study a local business performing for the community, etc. 3. Consumer-Economic (buying automobiles and grocery shopping.) 4. Participation in a simulated game called "Life Career". A game of life planning. 5. Self-awareness. Each student completes a package on himself comparing his present responses to work he did as a seventh grader.

Harris, Bill. Career Exploration: A Teacher Transparency Workbook in Social Studies. Culver City, California: Social Studies School Services, 1971. 28 pp. \$7.75

Lessons for high school students in social studies. Includes 12 color transparencies and 14 spirit masters. Each transparency states objective of lesson.

Hayes, Anne C. Course Outline for Home and Community Services. Lexington: University of Kentucky. 26 pp.

A course outline developed to assist teachers in providing class instruction to qualify individuals for occupations in home and community services. The outline is divided into orientation, gainful home employment, and gainful community employment. Designed for normal, disadvantaged, and handicapped students in high school or vocational school.

Hayes, Anne C. Food for Children in Day-Care Centers, Teaching Guide. Lexington: University of Kentucky, 1970. 17 pp. \$2.00.

A unit designed for up-grading programs for child day-care center personnel. Suitable for high school home economics classes. Six lessons: food children need; food as children see it; main dish foods; foods that follow; cost, care, and safety of food; and foods for fun.

Johnson, Hildegard. L.I.F.E. (Launching Individual and Family Enrichment). Brookings: South Dakota State University, 1975. 211 pp. \$7.50.

A guide for a mini- or maxi-course for juniors and seniors. It consists of sections especially for the teachers, strategies for the classroom and handouts for students. The material is designed to assist the student grow in self understanding and acceptance, establish meaningful acceptance and love of family members.

Junior High Career Education Handbook. Des Moines: Des Moines Public Schools, 1975.

A series of handbooks on implementing career education in junior high school classrooms. Based on the career cluster concept, the following titles are available:

1. Business and Office
2. Communications and Media
3. Consumer and Homemaking Education
4. Fine Arts and Humanities
5. Health
6. Hospitality and Recreation
7. Public Service



Language Arts Career Related Units. St. Paul: Minnesota State Department of Education, 1974.

Career orientation and exploration experiences designed for use in language arts courses. Grades 7-9.

Madson, Robert M. (Director) Geometry: Career Related Units. St. Paul: Minnesota State Department of Education, Vocational-Technical Division, 1973. 175 pp.

Attempt to bring practical approach to a senior high school geometry course. Set of consumable units written in narrative form including six geometry resource units and 22 career units. Meant to be used as part of a geometry course and not exclusively by themselves.

Michalicek, Richard, et al. Career Related Math Units: Teachers' Edition. White Bear Lake: Minnesota Instructional Materials Center, 1971. 300 pp. \$5.50.

A reuseable informational packet relating to a number of job clusters and a set of units written in narrative form with math problems presented which would typically be faced in that particular job. Units based on interviews of persons actually involved in that job.

Olson, Marilyn. Careers in Newspaper Work. Eugene, Oregon: Lane Intermediate Education District, 1975. 50 pp. \$1.50.

Ideas and worksheets for using the newspaper to examine jobs, people, relationships, career decisions, and opportunities. Activities designed for all grade levels.

Orientation to the World of Work: Teachers' Handbook. Lexington: University of Kentucky, Curriculum Development Center, 1974.

A series of instructional units composing an Orientation to the World of Work course. Designed for disadvantaged and handicapped students.

Sanstad, Julie, et al. Career Development Through Home Economics Experiences. St. Paul: Minnesota Department of Education, 1974. 54 pp. \$2.00.

Guide developed for junior high. It presents six projects which provide opportunities for students to explore occupations related to home economics skills.

Strategies for Teaching English in Career Education. Dover: Delaware Department of Public Instruction, 1971. 125 pp.

A manual of high school teaching strategies covering the total process of communication and dealing with arts and skills. Sample lessons include

English on the job (language use and control), buying on time (installment plans and loan agreements), and developing a group discussion (discussion techniques).

Teacher Guide for Increasing the Career Awareness of Primary School Children  
Grades 1-3. Pleasant Hill, Oregon: Pleasant Hill School District No. 1,  
1973. 97 pp. \$2.95.

A guide centering on career awareness by spotlighting occupations with various areas of the curriculum for the entire year. The guide contains grade level subject matter, unit instruction, concepts, behavioral objectives, suggested activities, and suggested materials and resources. There are units for each academic area.

Teacher Guide for Increasing the Career Awareness of Elementary School  
Children. Grades 4-6. Pleasant Hill, Oregon: Pleasant Hill School  
District No. 1, 1972. 175 pp. \$3.95.

A teacher's guide containing grade level, subject matter, unit of instruction, concepts, behavioral objectives, suggested activities, and suggested materials and resources. There are units for each academic area.

The Key to Career Awareness K-6. Renton, Washington: Renton School  
District No. 403.

Sample lessons on a wide variety of occupations for use in each grade level of an elementary school program.

The World of Work In the Elementary School. Statesboro: Georgia  
Southern College, 1972. 197 pp.

A series of eighteen instructional units designed to introduce The World of Work and career education into the elementary school curriculum.

To Improve the Relevancy of Home Economics Education For Indian Girls,  
World of Work Unit. Helena, Montana: Office of Public Instruction,  
1972. 18 pp.

Unit built around a number of generalizations relating to work from which come behavioral objectives, learning experiences and methods of evaluation. Related bibliography included. Serves needs of Indian youth trying to manage their lives in a multi-cultured society. For elementary, secondary, post secondary, handicapped and disadvantaged.

Trades and Industry Curriculum Outline. Fort Benton, Montana: Fort Benton  
Public Schools, 1971. 60 pp. \$30.00.

Arranged around machines and mechanics, construction trades, and metal

grades -- this guide contains course outlines for a program that could provide students a view of several occupational clusters and lead to the development of entry level skills for a number of jobs. Senior high level.

Training Program for Food Service Occupations. Lexington: University of Kentucky, 1969. 102pp. \$3.00.

A training course for teaching food service programs at the high school level. The booklet contains job descriptions, objectives, course outlines, seven specific learning areas.

Willis, Larry (Director). Developing Career Education. Lincoln: Nebraska State Department of Education, Division of Vocational Education. 75 pp.

Instructional units for grades 7-12 in social science, English, foreign language, math and science. Units include objectives, activities, resources and evaluation.

Working Papers for Career Job Training in Home Economics. Cincinnati: Division of Curriculum and Instruction, Cincinnati Public Schools, 1973. 468 pp. \$5.00.

This handbook provides for a combination of subject matter and experiences to prepare a person to perform services in homes, institutions, and business enterprises. Includes overview, housekeeping aids, home furnishing aide and catering service. Provides behavioral objectives, activities and job sheets for grades 11 and 12.

World of Work Project. Salt Lake City: Department of Public Instruction, \$1.25 per unit.

A comprehensive project designed to implement career education at each level of the elementary school curriculum. The following units by grade level, are available:

- A. Kindergarten: My Parents Work From A to Z, Homemakers, Our School Workers
- B. First Grade: The Dairy Farm, Hospital Workers, Simple Machines, What Am I like?
- C. Second Grade: Is It Good To Be Different? The Small Farmer
- D. Third Grade: The Clothing Industry, Complex Machines, Community Workers, Political Workers - City, Self Awareness
- E. Fourth Grade: Manufacturing, The Nurse, Political Workers - State and County, The Veterinarian, Water Usage and Conservation
- F. Fifth Grade: Forest Services, From Barter to Banking, Office Workers, Political Workers - National, Recreation, The World of Work Through Art
- G. Sixth Grade: The Carpenter, The Electrician, Law Enforcement, Mechanics Unit, The Photographer, The Secretary, Self-Awareness

You and the Work World of Math. Watertown: South Dakota Career Education Program. 135 pp.

Packets of math units with career orientation. The seven sections cover beginning competency and economic awareness. Designed for upper elementary and junior high school students.



## IX. MULTI-MEDIA INSTRUCTIONAL PROGRAMS

Title: A Highway to Work and Play

Publisher: McKnight

Price: \$2.00 per level

Level: Kindergarten-Six (Awareness levels correlate generally to corresponding grade level.)

Major Components: Six teacher's guides, one for each six awareness levels, which provide objectives, suggestions for subjects it can be taught with, ideas for additional and related activities. The activities help youngsters to examine social, physical, and mental characteristics of individuals. They discover how attitudes, values, and environment factors influence their personal goals. Students learn to determine reasons why they do things.

Level 1: Getting Started

Level 2: Moving On

Level 3: Traveling Together

Level 4: Changing Signals

Level 5: Making Decisions

Level 6: Turning Points

Title: Beginning Concepts: People Who Work, Unit 1

Publisher: Scholastic

Price: \$79.50

Level: Early Childhood (Ages 3 to 8)

Major Components:

- (a) Five filmstrips with cassettes: explore lives and jobs of five real people, emphasize variety of work in life. Used to get students thinking about many workers in their communities.
- (b) Paper hats and finger puppets: use in role playing.
- (c) Teacher's Guide: explanation of each sound filmstrip with suggested follow-up activities for language, math, science, health development, etc.

Title: Beginning Concepts: People Who Work, Unit 2

Publisher: Scholastic

Price: \$79.50

Level: Early Childhood (Ages 3 to 8)

Major Components:

- (a) Five filmstrips with cassettes: explore lives and jobs of five real people, emphasize variety of work in life. Used to get students thinking about many workers in their communities.

- (b) Paper hats and finger puppets: use in role playing.
- (c) Teacher's Guide: explanation of each sound filmstrip with suggested follow-up activities for language, math, science, health development.

Title: Career Directions: Planning for Career Decisions.  
Unit I: Deciding on Your Career.

Publisher: Changing Times Education Services

Price: \$79.50

Level: High School (Traditional classroom or independent study.)

Major Components:

- (a) Two sound filmstrips "Do Your Own Thing" and "Exploring Places to Work."
- (b) Three Student Booklets: "Deciding on Your Career" with reading and case study.
- (c) Two transparencies: "Where Do People Work?" and "Where Are The Career Opportunities?"
- (d) Two spiritmasters: "Picking A Career" and "Careers I'd Like to Explore."
- (e) Guide to Teaching containing teaching hints, follow-up activities, key generalizations, etc.

Title: Career Directions: Planning for Career Decisions.  
Unit II: Choosing the Kind of Job You Want.

Publisher: Changing Times Education Services

Price: \$79.50

Level: High School (Traditional classroom or independent study.)

Major Components:

- (a) Two sound filmstrips: "What Are You Looking For?" and "Meeting Your Needs."
- (b) Student Booklet: "Choosing the Kind of Job You Want" with readings and case studies.
- (c) Two transparencies: "Blue Collar, White Collar: What Are The Prospects?"
- (d) Two spiritmasters: "Can You Spot Your Own Abilities?" and "Job Profile Sheet."
- (e) Guide to Teaching containing teaching hints, follow-up activities, key generalizations, etc.

Title: Career Directions: Planning for Career Decisions.

Unit III: Entering the Job Market.

Publisher: Changing Times Education Services

Price: \$79.50

Level: High School (Traditional classroom or independent study.)

Major Components:

- (a) Two sound filmstrips: "Finding the Job You Want" and "Getting the Job You Want."
- (b) Student Booklet: "Entering the Job Market" containing student readings.
- (c) Two transparencies: "Looking for a Job" and "Got A Job Interview? Do It Right."
- (d) Two spiritmasters containing sample applications for employment.
- (e) Guide to Teaching containing teaching hints, follow-up activities and key generalizations, etc.

Title: Career Discoveries Series

Publisher: Guidance Associates

Price: \$319.50

Level: Intermediate and Middle Grades

Major Components: Six programs, each representing a career interest cluster, designed to promote career awareness and exploration. Focus on a variety of workers and how they relate to their work. Individual programs include four filmstrips with cassettes. First filmstrip in each program provides a conceptual introduction to careers in that interest area. Three filmstrips and cassettes provide an interview with a real person, photographed and interviewed at his work. Teacher's Guide included.

- (a) People Who Create Art
- (b) People Who Help Others
- (c) People Who Influence Others
- (d) People Who Work in Science
- (e) People Who Organize Facts
- (f) People Who Make Things

Title: Career Education: Steps to Implementation

Publisher: Olympus Publishing Company

Price: \$47.50

Level: Teacher In-Service/College/Presentation to Community Groups

Major Components: A slide-tape presentation which presents a brief rationale for career education, the nature of career education, and steps for implementation of career education programs.

- (a) One cassette tape (20 minutes)
- (b) 159 color slides
- (c) One script for the slide-tape presentation

Title: Career Insights and Self-Awareness Games

Publisher: Houghton Mifflin Company

Price: \$48.00

Level: Grades Four - Six

Major Components: A series of non-competitive games designed to involve students in exploration of different interest areas or life goals; examination of how they behave or feel in different life situations.

- (a) Materials for playing six games (dealing with interests, life goals, life situations, perception of abilities, etc.) Each game has a guide booklet and duplicating masters to reproduce activity sheets for the game.
- (b) Game Leader's Manual explains the theoretical basis for each game, role of the game leader, and techniques for development and extending participant involvement in the games.

Title: Careers: A Supplemental Reading Program Level A

Publisher: Harcourt Brace Jovanovich

Price: \$96.00

Level: Four (Similar to SRA Reading Kits - can be used as a supplement to reading program, social studies and/or language arts or in guidance program.)

Major Components:

- (a) 64 story folders, covering 32 careers with questions and student interest/aptitude inventory.
- (b) 64 activity cards to extend knowledge about careers, sources of additional information and related language arts activities.
- (c) Student folders - record of student activities and progress.
- (d) Filmstrip with cassette - "Jobs People Do" - orient students and parents to program.
- (e) Teacher's Manual.

Title: Careers: A Supplemental Reading Program Level B

Publisher: Harcourt Brace Jovanovich

Price: \$96.00



Level: Five (Similar to SRA Reading Kits - can be used as a supplement to reading program, social studies and/or language arts or in guidance program.)

Major Components:

- (a) 64 story folders, covering 32 careers with questions and student interest/aptitude inventory.
- (b) 64 activity cards to extend knowledge about careers, sources of additional information and related language arts activities.
- (c) Student folders - record of student activities and progress.
- (d) Filmstrip with cassette - "Jobs People Do" - orient students and parents to program.
- (e) Teacher's Manual.

Title: Careers: A Supplemental Reading Program Level C

Publisher: Harcourt Brace Jovanovich

Price: \$96.00

Level: Six (Similar to SRA Reading Kits - can be used as a supplement to developmental reading program, social studies and/or language arts or in guidance program.)

Major Components:

- (a) 64 story folders covering 32 careers with questions and student interest/aptitude inventory.
- (b) 64 activity cards to extend knowledge about careers, sources of additional information and related language arts activities.
- (c) Student folders - record of student activities and progress.
- (d) Filmstrip with cassette - "Jobs People Do" - orient students and parents to program.
- (e) Teacher's Manual.

Title: Careers in Focus: Discovering You

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: Kit serves as an orientation to Careers in Focus series. Discovering You deals with students' values and self identity; guidelines to help students identify their interests, abilities, and values, and relationship to process of career decision making; concentrates on decision-making, self-awareness, problem solving, self-appraisal, and planning.

- (a) One filmstrip with cassette used to initiate discussions about self-identity, values, decision making, and other career related personal characteristics.
- (b) Three interview cassettes contain interviews with students; they relate personal interest, abilities, and aptitudes to career directions and decisions.
- (c) Ten copies of student manual Discovering You. Manual contains 19 chapters exemplifying concepts involved in an examination of self and growth in self-awareness.
- (d) Ten worksheet booklets with additional exercises related to material covered in the manual.
- (e) One Teacher's Manual with teaching suggestions and discussion questions.

Title: Careers in Focus: Exploring Business and Office Occupations

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: Program involves six units focusing on the following occupations: clerical, secretarial, accounting and recordkeeping, data processing, office machine operation, and management and personnel.

- (a) One filmstrip with cassette - broad view of those jobs and industries that comprise the business and office career cluster.
- (b) Three interview cassettes contain twelve interviews with actual jobholders in business and office occupations. Focus on worker as an individual, thus providing insights into actual workers.
- (c) Ten copies of student manual with detailed information about jobs in this cluster. Includes actual occupational tasks or simulations.
- (d) Ten worksheet booklets used to complete numerous exploration tasks.
- (e) One Teacher's Manual with teaching suggestions and answers to unit questions.

Title: Careers in Focus: Exploring Construction Occupations

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: Program involves seven units focusing on following occupations: civil engineering, masonry, carpentry, specialized construction trades, floor covering installation, plumbing, painting and paper hanging.

- (a) One filmstrip with cassette - broad view of those jobs and industries that comprise the construction career cluster.
- (b) Three interview cassettes contain twelve interviews with actual jobholders in construction occupations. Provides insights into actual workers.
- (c) Ten copies of student manual, Exploring Construction Occupations. Detailed information about jobs in the cluster. Includes actual occupational tasks or simulations.
- (d) Ten worksheet booklets - used to complete numerous exploration tasks.
- (e) One Teacher's Manual with teaching suggestions and answers to unit questions.

Title: Careers in Focus: Exploring Occupations in Agribusiness and Natural Resources

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: Program involves seven units focusing on the following occupations: agricultural production, agricultural products, agricultural equipment and supplies, agricultural professions, agricultural resources, forestry, and ornamental horticulture.

- (a) One filmstrip with cassette - broad view of those jobs that comprise the agribusiness and natural resources career cluster.
- (b) Three interview cassettes contain twelve interviews with jobholders in agribusiness and natural resources occupations.
- (c) Ten copies of student manuals with detailed information about jobs in this cluster. Includes actual occupational tasks or simulations.
- (d) Ten worksheet booklets used to complete numerous exploration tasks.
- (e) One Teacher's Manual with teaching suggestions and answers to unit questions.

Title: Careers in Focus: Exploring Occupations In Communication and Graphic Arts

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: This program involves six units focusing on the following occupations: broadcast media, commercial communication, print media, photography, printing, industrial communication.

- (a) One filmstrip with cassette showing broad view of those jobs that comprise the communication and graphic arts career cluster.
- (b) Three interview cassettes contain twelve interviews with actual jobholders in communication and graphic arts occupations.
- (c) Ten copies of student manual with detailed information about jobs in this cluster. Includes actual occupational tasks or simulations.
- (d) Ten worksheet booklets used to complete numerous exploration tasks.
- (e) One Teacher's Manual with teaching suggestions and answers to unit questions.

Title: Careers in Focus: Exploring Occupations in Food Service and Home Economics

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: This program involves nine units focusing on the following occupations: home economics, dietetics, child care, interior design, clothes making, restaurant management, restaurant staff, cooking and baking.

- (a) One filmstrip with cassette showing broad view of those jobs that comprise the food service and home economics career cluster.
- (b) Three interview cassettes contain twelve interviews with actual jobholders in food service and home economics occupations.
- (c) Ten copies of student manual with detailed information about jobs in this cluster. Includes actual occupational tasks or simulations.
- (d) Ten worksheet booklets used to complete numerous exploration tasks.
- (e) One Teacher's Manual with teaching suggestions and answers to unit questions.

Title: Careers in Focus: Exploring Occupations in Engineering and Manufacturing

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: Program involves seven units focusing on the following occupations: research and development, production tooling, materials fabrication, production, assembly, inspection and quality control, and service and maintenance.

- (a) One filmstrip with cassette shows a broad view of those jobs and industries that comprise the engineering and manufacturing career cluster.



- (b) Three interview cassettes contain twelve interviews with actual jobholders in engineering and manufacturing career cluster. Focus on the worker as an individual, thus providing insights into actual workers.
- (c) Ten copies of student manual with detailed information about jobs in this cluster. Includes actual occupational tasks or simulations.
- (d) One Teacher's Manual with teaching suggestions and answers to unit questions.

Title: Careers in Focus: Exploring Occupations in Public and Social Services

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: This program involves nine units focusing on the following occupations: teaching, library work, social work, government service occupations, police services, firefighting services, legal services, clergy, counseling and guidance.

- (a) One filmstrip with cassette showing a broad view of those jobs that comprise the public and social services career cluster.
- (b) Three interview cassettes contain twelve interviews with actual jobholders in public and social services occupations.
- (c) Ten copies of student manual with detailed information about jobs in this cluster. Includes actual occupational tasks or simulations.
- (d) Ten worksheet booklets used to complete numerous exploration tasks.
- (e) One Teacher's Manual with teaching suggestions and answers to unit questions.

Title: Careers in Focus: Exploring Occupations in Science, Fine Arts, and Humanities

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: Program involves six units focusing on the following occupational areas: writing, performing arts, mathematics, social services, physical sciences, and the visual arts.

- (a) One filmstrip with cassette; provides a broad view of those occupational clusters included in this program.
- (b) Three interview cassettes contain twelve interviews with actual jobholders in the six occupational areas. Provides insights into actual workers.

- (c) Ten copies of the student manual, Exploring Occupations in Science, Fine Arts, and Humanities. Describes worker traits needed for the occupations, human needs that the various jobs can fulfill, and ways to prepare for the careers.
- (d) Teacher's Manual with teaching suggestions and answers to unit questions.
- (e) Ten worksheet booklets with activities related to the student manual.

Title: Careers in Focus: Exploring Transportation Occupations

Publisher: Gregg Division, McGraw-Hill Book Company

Price: \$95.00

Level: 9-12

Major Components: Program involves six units focusing on the following occupations: merchant marine, railroading, trucking, buses and taxis, aviation, and automobile repair.

- (a) One sound filmstrip with a broad view of those jobs and industries that comprise the transportation career cluster.
- (b) Three interview cassettes contain twelve interviews with actual job-holders in transportation occupations. Provides insights into actual workers.
- (c) Ten copies of student manual with detailed information about jobs in this cluster. Includes actual occupational tasks or simulations.
- (d) One Teacher's Manual with teaching suggestions and answers to unit questions.

Title: Decision Making for Career Development

Publisher: Science Research Associates

Price: \$50.00

Level: 8-12

Major Components:

- (a) Four cassettes with narrations for one model session and nine role playing sessions.
- (b) Student response booklets providing follow-up activities to reinforce learning and stimulate thinking and discussion at the end of each role playing session.
- (c) Program guide presenting rationale and procedure. The players assume roles of people described in the taped sessions and act out dilemmas as they evolve. Program allows teachers and counselors to expose students to possible value dilemmas they may encounter in getting, keeping and changing jobs. Goal is to help students explore their own career development concerns.

Title: Discovery

Publisher: Scholastic

Price: \$169.50

Level: Junior and Senior High School

Major Components: Kit presents a wide range of career possibilities and aims at giving students a clearer understanding of their interests, goals, and personalities. It utilizes the career cluster approach.

- (a) Program consists of eight filmstrips, eight cassettes and student career logs.
- (b) First half involves self-examination and assessment.
- (c) Second half involves occupational options open to the student through activities in the Career Log.

Title: D.U.S.O. (Developing Understanding of Self and Others) Kit D-1

Publisher: American Guidance Service

Price: \$95.00

Level: Kindergarten and Lower Primary

Major Components:

- (a) Two color-illustrated story books.
- (b) 33 full-color posters stored in vinyl folder which serves as display easel.
- (c) Five cassettes containing the stories and songs.
- (d) Eight puppets.
- (e) Puppet and role playing cards.
- (f) Puppet Props.
- (g) Group discussion cards.
- (h) Manual containing activities for entire year and guidelines; designed to stimulate social and emotional development.

Title: D.U.S.O. (Developing Understanding of Self and Others) Kit D-2

Publisher: American Guidance Service

Price: \$98.00

Level: Upper Primary and Grade Four

Major Components:

- (a) Ten self and social development activity cards.
- (b) 33 discussion pictures.
- (c) 33 full-color posters stored in a vinyl folder which serves as display easel.

- (d) Five cassettes of stories and songs.
- (e) Puppet and role playing cards.
- (f) Eight puppets.
- (g) Career awareness activity cards.
- (h) Discussion guide cards.
- (i) Manual containing activities for entire year and guidelines.

Title: Entering the Working World  
 Publisher: Butternick Publishing Company  
 Price: \$122.00  
 Level: High School

Major Components: Program emphasizes career exploration and planning, as well as how to apply for jobs. Explains how working affects one's life. Emphasis is given to attitudinal factors.

- (a) Four filmstrips with cassettes - "You and the Working World," "Landing A Job," "Lifestyle On and Off the Job," "Your Future, Aiming High."
- (b) 30 student workbooks with numerous practical exercises including exercises to help students assess their aptitudes.
- (c) One Teacher's Guide which includes ideas for research projects, guest lecturers, and role playing.

Title: Explore: Unit 1 - Work? Play?  
 Publisher: Scholastic Book Services  
 Price: \$99.50  
 Level: Grades Four-Six (Career Awareness Program)  
 Major Components:

- (a) Four filmstrips with cassettes each containing career related information designed to stimulate student's self awareness. Designed as a self-contained career education unit.
- (b) Teacher's Guide: Explicit suggestions for relating themes of career awareness and self awareness to key components of the curriculum: Language Arts, Social Studies, Math, Creative Arts.
- (c) Student Workbook: sequential exercises related to filmstrips and other instructional activities.

Title: Explore: Unit 2 - Who? What? When? Why?  
 Publisher: Scholastic Book Services  
 Price: \$99.50  
 Level: Grades Four-Six (Career Awareness Program)



Major Components:

- (a) Four filmstrips with cassettes each containing career related information designed to stimulate student's self-awareness - career awareness. Serves as basis for a series of closely related workbook activities including skill building exercises, games, and role playing.
- (b) Workbook with sequential exercises related to filmstrips and other instructional activities.
- (c) Teacher's Guide with explicit suggestions for relating themes of career awareness and self awareness to key components of the curriculum: Language Arts, Social Studies, Math, Science, and Creative Arts.

Title: Expo 10 - Exploring Career Interests

Publisher: Science Research Associates

Price: \$270.00

Level: Upper Elementary and Junior High School

Major Components: Expo 10 program is based on the ten Kuder Interest Areas: musical, scientific, literary, mechanical, outdoor, artistic, social service, persuasive, computational and clerical. Students explore these career areas, identifying and learning about specific occupations in each area.

- (a) Introductory Unit - orientation to the ten Kuder Interest Areas and career development in general.
- (b) Ten sets of games, each based on a Kuder Interest Area. Average of six games per set. Each set is designed for small groups. Includes booklet to explain each game in set. Games introduce a number of occupations in each area, including evaluation of positive and negative aspects of each occupation, interdependency of occupations within each interest area, and numerous opportunities for role playing.
- (c) Guide explains program. Includes detailed suggestions for follow-up for each set of games.

Title: Exploring Interests In Work and Play Level 2

Publisher: McKnight

Price: \$97.00

Level: Kindergarten-Three

Major Components:

- (a) Four sound filmstrips to help children become aware that work can provide ways by which personal interests are expressed.
- (b) Spiritmasters "How I Feel."
- (c) "Find Your Interest" game.

(d) Eighteen discussion story study prints.

(e) Teacher's Guide containing performance objectives, activities, procedures, filmstrip scripts, discussion stories, pantomimes, and an appendix discussing career education.

Title: Fascinating World of Work: Career Exploration Volume 1

Publisher: National Career Consultants, Inc.

Price: \$117.50

Level: Senior High School

Major Components: Designed to assist students in discovering their interests and match these with compatible careers.

(a) Four filmstrips with cassettes focusing on careers in sales, accounting and mechanics.

(b) Teacher's Guide for each filmstrip/cassette.

Title: Fascinating World of Work: Career Exploration Volume 2

Publisher: National Career Consultants, Inc.

Price: \$117.50

Level: Senior High School

Major Components: Designed to assist students in discovering their interests and match these with compatible careers.

(a) Six filmstrips with cassettes focusing on careers in law, electronics, law enforcement, truck driving, secretarial, and retail fashion buying.

(b) Teacher's Guide for each filmstrip/cassette.

Title: Fascinating World of Work: Career Exploration Volume 3

Publisher: National Career Consultants, Inc.

Price: \$117.50

Level: Senior High School

Major Components: Designed to assist students in discovering their interests and match these with compatible careers.

(a) Six filmstrips with cassettes focusing on careers in nursing, writing, civil engineering, education, computer programming, and machines.

(b) Teacher's Guide for each filmstrip/cassette.

Title: 5 Children

Publisher: Scholastic Book Services

Price: \$69.50

Level: Early Childhood (Ages Three to Eight)

Major Components: By focusing on five real children who live in the United States, this program attempts to provide a cultural awareness program in which young students explore how their needs are similar to those around them and how these needs can be met in different ways.

- (a) Five filmstrips with cassettes each focusing on lifestyle of a real child.
- (b) One poster depicting the five children.
- (c) Teacher's Guide explains program and contains numerous role-playing ideas, bulletin board suggestions, discussion questions and classroom activities.

Title: 5 Families

Publisher: Scholastic Book Services

Price: \$69.50

Level: Early Childhood (Ages Three to Eight)

Major Components: Examines five real families living in the United States. Each family lives in a different region and each belongs to a particular ethnic or cultural group. Designed to get young students to examine the purpose of families and how they differ from one another.

- (a) Five filmstrips with cassettes emphasizing the cultural variety found among families in the United States.
- (b) One poster depicting the five families.
- (c) Teacher's Guide explains program and contains numerous role-playing ideas, bulletin board suggestions, discussion questions, and classroom activities.

Title: Focus on Self-Development Stage 1: Awareness

Publisher: Science Research Associates

Price: \$142.30

Level: Ages Five to Eight (Grades Kindergarten - Two)

Major Components: A developmental guidance program, designed for use by the classroom teacher, to lead the child forward in understanding of self, of others, of environment, and its effects.

- (a) Teacher's Guide with rationale for the program, suggestions for implementation. Provides detailed plan for teaching each of the twenty units contained in the program as well as suggested activities to reinforce the focus of each unit.
- (b) Five filmstrips with cassettes used to introduce units best presented through the use of video-audio techniques.
- (c) Three cassettes containing three to five stories or activities to promote group discussion.

- (d) Twenty two-sided photoboards presenting situations used to promote discussion, role play, drawing, and writing.
- (e) One sample student activity booklet used for supplementing group related activities with individual work.

Title: Focus on Self-Development Stage 2: Responding

Publisher: Science Research Associates

Price: \$159.45

Level: Grades Two-Four

Major Components: Continues features of Stage 1: Awareness. Stories and activities encourage child's response to his personal, social, emotional, and intellectual life.

- (a) Teacher's Guide with rationale for the program, suggestions for implementation. Provides detailed plan for teaching each of the twenty units contained in the program as well as suggested activities to reinforce the focus of each unit.
- (b) Six sound filmstrips using art and photos to introduce units.
- (c) Seven cassettes recording story as theme activity for each unit not introduced by filmstrip.
- (d) Twenty two-sided photoboards and easel presenting situations used to promote discussion, role playing, drawing, and writing.
- (e) One sample student activity booklet "The Me I Know" designed to allow the child to express his more personal feelings about the concepts in each unit.

Title: Focus on Self-Development Stage 3: Involvement

Publisher: Science Research Associates

Price: \$159.45

Level: Grades Four-Six

Major Components: Continues features of Stage 2 Responding. Emphasizes involvement with self, others, and the environment. Designed to elicit students' ideas and feelings; to encourage them to think about their values and to act on them.

- (a) Teacher's Guide with rationale for the program, suggestions for implementation. Provides detailed plan for teaching each of the twenty units contained in the program as well as suggested activities to reinforce the focus of each unit.
- (b) Six sound filmstrips using art and photos to introduce units.
- (c) Seven cassettes with stories, situations, and musical selections.



- (d) Twenty two-sided photoboards and easel to stimulate discussion and role playing.
- (e) One sample student activity booklet "Being Me" designed to allow the child to express his more personal feelings about the concepts in each unit.

Title: Home Economics - Food Preparation

Publisher: DEF Media Corporation, Incorporated

Price: \$96.00

Level: Special Education Classrooms

Major Components: Designed to assist the special education student develop a logical procedure in the preparation of a meal.

- (a) Six filmstrips with cassettes which present the preparation of three complete main course meals, two desserts, and party sandwiches.
- (b) One page of recipes.
- (c) Filmstrip Guide which lists major concepts and suggested activities for each filmstrip/cassette.

Title: Introduction to Business and Office Careers

Publisher: McKnight

Price: \$44.00

Level: 9-12

Major Components:

- (a) Teacher's Guide with detailed procedures for using kit, including behavioral objectives for each lesson, time schedules, suggestions for presentation and demonstration, discussion questions and related instructional activities.
- (b) Text-Activity Manual - readings and related instructional activities for each lesson.
- (c) Two filmstrips with cassette used in conjunction with Text-Activity Manual.
- (d) Business and Office Equipment and Supply Catalog.
- (e) Pretest and Achievement Test.

Title: Introduction to Communications Careers

Publisher: McKnight

Price: \$75.00

Level: Junior High, Middle School

Major Components:

- (a) Teacher's Guide with detailed procedures for using kit, including

behavioral objectives for each lesson, time schedules, discussion questions, and instructional activities.

- (b) Text-Activity Manual - readings and related instructional activities for each lesson.
- (c) One filmstrip with cassette used in conjunction with Text-Activity Manual.
- (d) Pretest and Achievement Test.
- (e) Three LP records with sound effects for use in writing script for radio program.
- (f) Twelve copies Sender/Receiver Communications Game - use in introducing concept of communication.

Title: Introduction to Construction Careers

Publisher: McKnight

Price: \$68.00

Level: 9-12

Major Components:

- (a) Teacher's Guide with detailed procedures for using the kit, including behavioral objectives for each lesson, time schedules, discussion questions, instructional activities.
- (b) Text-Activity Manual with readings and related instructional activities for each lesson.
- (c) Four filmstrips with cassettes used in conjunction with Text-Activity Manual.
- (d) Pretest and Achievement Test.

Title: Introduction to Health Careers

Publisher: McKnight

Price: \$113.00

Level: Junior High/Senior High School

Major Components:

- (a) Teacher's Guide with detailed procedures for using the kit, including behavioral objectives for each lesson, time schedules, discussion questions, instructional activities.
- (b) Text-Activity Manual - readings and related instructional activities for each lesson.
- (c) Six filmstrips with cassettes used in conjunction with Text-Activity Manual.
- (d) Twenty-five overhead transparencies for use in specific lessons.

- (e) One Health Care Employment Package for use in learning procedures used in hiring health care workers.
- (f) Three clinic slide sets used in learning diagnostic procedures.
- (g) Pretest and Achievement Test.

Title: Introduction to Hospitality-Recreation Careers

Publisher: McKnight

Price: \$41.00

Level: Junior High/Senior High School

Major Components: Designed to provide students with knowledge, skills, and processes used by workers in the following hospitality-recreation areas: lodging, restaurants, entertainments, travel convenience, and recreation.

- (a) Teacher's Guide with detailed procedures for using kit.
- (b) Text-Activity Manual with readings and related instructional activities for each lesson.
- (c) Two filmstrips with cassettes used in conjunction with Text-Activity Manual.
- (d) Six hospitality-recreation equipment catalogs.
- (e) Pretest and Achievement Test.

Title: Introduction to Manufacturing Careers

Publisher: McKnight

Price: \$180.00

Level: Junior High/Senior High School

Major Components:

- (a) Teacher's Guide with detailed procedures for using the kit, including behavioral objectives for each lesson, time schedules, discussion questions, instructional activities.
- (b) Text-Activity Manual with readings and related instructional activities for each lesson.
- (c) Six filmstrips with cassettes used in conjunction with Text-Activity Manual.
- (d) Twenty-five overhead transparencies for use in specific lessons.
- (e) Pretest and Achievement Test.

Title: Job Experience Kits

Publisher: Science Research Associates

Price: \$160.50

Level: Grades Eight-Ten

Major Components: Designed to stimulate student interest in career exploration, this program provides simulated work experience in twenty different occupations (all ten career interest areas identified by Kuder are represented).

- (a) Twenty occupational kits (sixteen large envelopes and four boxes) simulated work experiences that allow the student to work problems as similar as possible to those encountered by workers in the occupational area.
- (b) Teacher's Guide explains use of kits and how kits may be related to further career exploration.

Title: Keys Career Exploration

Publisher: Science Research Associates

Price: \$128.40

Level: Youth and Adults

Major Components:

- (a) Ten sound filmstrips designed to make people aware of variety of occupations; to encourage thought about future; develop responsibility for continued self-evaluation and career exploration; expand and clarify tentative career choices and goals. Kit can extend and enhance use of Kuder E General Interest Survey. Organizes World of Work with the ten Kuder interest categories.
- (b) Teacher's Guide.
- (c) Manual: Career Guidance and Kuder Interest Inventories.

Title: Kindle Kits: Self-Awareness and Values

Publisher: Scholastic Magazine, Inc.

Price: \$347.50 for 5 units (\$69.50 per unit)

Level: Pre-School and Early Primary

Major Components: The primary aim of the series is to help young children understand themselves and develop positive self-images. The focal point of each unit is the individual as a unique being. Five units each contains five filmstrips with cassettes and a teaching-activity guide which contains games, role play, activities, and discussion questions for use with the unit.

- (a) Kindle #1: Who Am I? (Explores concept of self.)
- (b) Kindle #2: How Do I Learn? (Explores concept of learning.)
- (c) Kindle #3: Getting Along (Explores importance of relationships.)
- (d) Kindle #4: Mixing In (Explores problems in relationships.)
- (e) Kindle #5: I Can Tell (Explores non-verbal communication.)



Title: Livelihoods: Careers for Your Lifestyle

Publisher: Houghton Mifflin Company

Price: \$180.00

Level: Junior High/Senior High

Major Components: Designed to create greater awareness of careers and their concomitant lifestyles. Presents daily experiences in the lives of actual people in 90 jobs. Photographs were taken on the job; interviews conducted on site.

- (a) Sixteen filmstrips with cassettes. One filmstrip and cassette provides overview to the program; other filmstrips and cassettes focus on the unifying aspects of each career cluster and on diversity of jobs within each of the clusters. Each filmstrip/cassette deals with six or seven people working within the respective cluster.
- (b) User's Guide explains content and objectives of the program. Also contains addresses of sources for further information on specific careers.

Title: Opportunity

Publisher: Scholastic

Price: \$169.50

Level: 9-12

Major Components:

- (a) Eight sound filmstrips containing interviews of fifteen workers and providing interaction, social situations, and work-related skills for the student.
- (b) Student Career Log provides exercises in "Profile" (personal interests and goals), "On The Job", and "Job Hunt."
- (c) Teaching Guide: complete scripts of filmstrip, overview of learning objectives, specific ideas for getting started and ideas for following discussions.

Title: Our World of Work

Publisher: DEF Media Corporation, Incorporated

Price: \$80.00

Level: Special Education Classrooms

Major Components: Designed to introduce career education concepts to special education students. Consists of five filmstrips with cassettes designed to develop positive attitudes toward work and realistic self-concepts. Filmstrips/cassettes include guide.

- (a) Why We Work
- (b) Working at the Car Wash
- (c) Working at the Service Station
- (d) Working at the Factory
- (e) Working at the Restaurant

Title: Subject: English; Object: Career Opportunities

Publisher: Houghton Mifflin

Price: \$48.00

Level: 9-12

Major Components: Cards help teacher become aware of the many roles awaiting student and provides a way to make the information available.

- (a) 102 cards each describing a particular job for which English is necessary or helpful. Each card provides following: nature of work, relation to English, duties and responsibilities, working conditions, educational and personal qualifications, earnings and advancement, outlook, related careers and specializations, and sources of additional information.
- (b) User's Guide provides background information and suggested methods and activities.
- (c) Content card and explanation of D.O.T. classification.

Title: Subject: Foreign Language; Object: Career Opportunities

Publisher: Houghton Mifflin

Price: \$48.00

Level: 9-12

Major Components: Cards demonstrate that education and training may be enhanced by foreign language skills for a wide range of careers.

- (a) 86 cards each describing a particular job for which foreign language is necessary or helpful. Each card provides following: nature of work, relation to foreign language, duties and responsibilities, working conditions, educational and personal qualifications, earnings and advancement, outlook, related careers and specializations, and sources of additional information.
- (b) Fifteen cards describing a particular job for which foreign language is a supplementary skill.
- (c) User's Guide provides background information and suggested methods and activities.
- (d) Content card and explanation of D.O.T. classification.

Title: Subject: Mathematics; Object: Career Opportunities

Publisher: Houghton Mifflin

Price: \$48.00

Level: 9-12

Major Components: Program is not a guide to the teaching of high school math, but a guide to assist in infusing career education into the existing math curriculum.

- (a) 110 cards each describing a particular job for which math is necessary or helpful. Each card provides following information:

nature of work, relation to math, duties and responsibilities, working conditions, educational and personal qualifications, earnings and advancement, outlook, related careers and specializations, and sources of additional information.

- (b) User's Guide provides background information and suggested methods and activities.
- (c) Content card and explanation of D.O.T. classification.

Title: Subject: Science; Object: Career Opportunities

Publisher: Houghton Mifflin

Price: \$48.00

Level: 9-12

**Major Components:** Organized to be an integral part of the science curriculum, this material shows that science-oriented careers represent a vast range and a large percentage of occupational opportunities.

- (a) 125 cards each describing particular job for which science is necessary or helpful. Each card provides following: nature of work, relation to science, duties and responsibilities, working conditions, educational and personal qualifications, outlook, earnings and advancement, related careers and specializations, and sources of additional information.
- (b) User's Guide provides background information and suggested methods and activities.
- (c) Content card and explanation of D.O.T. classification.

Title: Subject: Social Studies; Object: Career Opportunities

Publisher: Houghton Mifflin

Price: \$48.00

Level: 9-12

**Major Components:** These materials will help students think creatively about relationship between their interest, abilities, and lifestyles and possibly social studies careers.

- (a) 102 cards each describing particular job for which social studies is necessary or helpful. Each card provides following: nature of work, relation to social studies, duties and responsibilities, working conditions, educational and personal qualifications, outlook, earnings and advancement, related careers and specializations, and sources of additional information.
- (b) User's Guide provides background information and suggested methods and activities.
- (c) Content card and explanation of D.O.T. classification.

Title: Succeeding in the World of Work

Publisher: McKnight

Price: \$29.85

Level: High School - Young Adults

Major Components:

- (a) Strategies for Implementing World of Work Programs: guide and reference for school administrators who want to start or extend a workstudy-work experience program. Describes numerous programs.
- (b) Succeeding in the World of Work - text to introduce a core of common knowledge needed by workers regardless of their particular occupation.
- (c) Activities for Succeeding in the World of Work - student workbook coordinated with the text; sequence of activities to help student make a tentative career choice.
- (d) Teacher's Guide - behavioral objectives and suggested teaching activities for each chapter of the text.

Title: Sex Fairness in Career Education

Publisher: ABT Publications

Price: \$16.50

Level: Counselors, Administrators, Teachers, Librarians, PTA

Major Components: Useful for developing sex fair career guidance library, self-awareness, or syllabus for career education courses; orienting clients; or career guidance workshops.

- (a) Rules for a shared leadership group.
- (b) Cassette of brief simulated counseling interviews, demonstrating a counseling approach to issues of sex fairness.
- (c) Role playing cards to further understanding and application.
- (d) Book offering orientation, recommendations, guidelines, and resource guide. 265 pages.

Title: So...You Want To Sew

Publisher: DEF Media Corporation, Incorporated

Price: \$80.00

Level: Special Education Classrooms

Major Components: A basic sewing series designed for the special education student. It includes:

- (a) Five filmstrips with cassettes dealing with the tools of sewing and many simple sewing operations, including the completion of a dress.



- (b) Filmstrip Guide which lists major concepts for each filmstrip/  
cassette.

Title: Succeeding in the World of Work

Publisher: McKnight

Price: \$160.00 (6 kits, \$29.50 per kit)

Level: High School and Young Adults

Major Components: A series of filmstrips and cassettes designed to supplement chapters in the Succeeding in the World of Work textbook and activities workbook. Six kits each containing the filmstrips and one cassette.

- (a) Introduction to the World of Work; Locating and Applying for a Job.
- (b) You, Your Employer, and Your Co-Workers; Personal Safety.
- (c) Your Progress on the Job; Human Relationships.
- (d) Managing Your Money; Protection from Economic Loss.
- (e) The Wise Consumer; Charge It, Please.
- (f) Planning for Success; Setting Career Goals.

Title: The World of Construction

Publisher: McKnight

Price: \$39.00

Level: Junior High School

Major Components: A one-year course designed to provide a conceptual framework for understanding construction technology; includes student activity of actual design and building of a model house or commercial housing.

- (a) Textbook with basic readings for the course, written by experts in the field of construction and field tested by junior high teachers.
- (b) Laboratory Manual with sequential activities to reinforce the concepts of each textbook reading.
- (c) Teacher's Guide with statements of behavioral objectives for each lesson; detailed suggestions for presentations, discussion, and laboratory activities; and achievement tests.
- (d) One filmstrip introduces the world of construction (script provided in Teacher's Guide).

Title: The World of Manufacturing

Publisher: McKnight

Price: \$39.00

Level: Junior High School

Major Components: A one-year course designed to provide a conceptual framework for understanding manufacturing technology; includes actual establishment, operation, and liquidation of a manufacturing corporation.

- (a) Textbook with basic readings for the course, written by experts in the field of manufacturing and field tested by junior high teachers.

- (b) Laboratory Manual with sequential activities to reinforce the concepts of each textbook reading.
- (c) Teacher's Guide with statements of behavioral objectives for each lesson; detailed suggestions for presentations, discussions, and laboratory activities; and achievement tests.
- (d) The filmstrip introduces the world of manufacturing (script provided in Teacher's Guide).

Title: The World of Work 1: On the Job

Publisher: Educational Design, Incorporated

Price: \$229.50

Level: Senior High School/Adult Education

Major Components: Designed to introduce the types of situations a worker is likely to encounter when beginning new job; presents ways of both avoiding and overcoming typical problems that arise.

- (a) Fourteen cassette Lesson Tapes each approximately fifteen minutes in length; consist of dramatic episodes, discussion, lesson questions and reviews.
- (b) Six cassette Discussion Tapes containing 3 dramatic episodes presenting problem situations a new employee might encounter.
- (c) Twenty-four Student Record Books.
- (d) Instructor's Guide with suggestions for administering the Lesson Tapes; detailed guide for use of Discussion Tapes.

Title: The World of Work 2: Getting A Job

Publisher: Educational Design, Incorporated

Price: \$131.00

Level: Senior High School/Adult Education

Major Components: Presents real-life problems that recent high school graduates and other young adults encounter when looking for work; introduces types of situations frequently encountered in job search and suggests techniques for dealing with these situations.

- (a) Nine cassette Lesson Tapes deal with general skills required to prepare for job search and seek out interviews; and interpersonal skills required for job interviews.
- (b) Three cassette Discussion Tapes each containing 3 dramatic episodes concerning locating jobs.
- (c) Twenty-four Student Record Books.
- (d) Instructor's Guide is detailed guide for using Discussion Tapes.

Title: The World of Work 3: Cross-Vocational Skills and Information

Publisher: Educational Design, Incorporated

Price: \$175.00

Level: Senior High School/Adult Education

Major Components: Introduces company structures and company rules in areas such as the law, safety, insurance, money matters; responding to people in the world of work, both customers and supervisors.

- (a) Twelve cassette Lesson Tapes with each tape dealing with single topic (e.g. structure of a company) through dramatic episodes, discussion, questions.
- (b) Three cassette Discussion Tapes each containing 3 dramatic episodes on a selected topic (e.g. handling customer complaints).
- (c) Twelve overhead projector transparencies which supplement cassette tapes.
- (d) Twenty-four Student Record Books.
- (e) Instructor's Guide.

Title: Using Knowledge in the World of Work Level 3

Publisher: McKnight

Price: \$89.00

Level: Kindergarten-Three

Major Components:

- (a) Two sound filmstrips introducing the concept of grouping inter-dependence of workers.
- (b) Twenty-three ditto masters of discussion letters simulating various situations.
- (c) One board game showing that an occupation will be enhanced if students can relate occupations to an economic role and at the same time see how personal interests might be met in that occupation.
- (d) Teacher's Guide with rationale and teaching directions. Designed to help children understand self, culture, and economic environment, responsibility of own actions, cooperative social behavior, respect for others and their work, and develop classification skills.

Title: What Do People Do?

Publisher: Troll Associates

Price: \$132.00

Level: Intermediate, Upper Elementary

Major Components: A series of sound filmstrips designed to introduce children to the working world around them.

- (a) Twelve filmstrips with cassettes. Each filmstrip focuses on one

main character (e.g., teacher, mechanic, salesman, homemaker, veterinarian) who describes his or her job and what is enjoyable about the work.

- (b) Teacher's Guide with suggested activities.

Title: Where People Work

Publisher: Troll Associates

Price: \$44.00

Level: Primary

Major Components: A unit which introduces children to four places of business - a factory, a bank, an office, and a department store.

- (a) Four filmstrips with cassettes: each examines how the business operates and explores many of the jobs that keep the business in operation.

- (b) Teacher's Guide with suggested activities.

Title: Work: Widening Occupational Roles Kit

Publisher: Science Research Associates

Price: \$204.40

Level: High School, Junior High

Major Components:

- (a) Two sound filmstrips to involve students in discussing work, nature of occupational choice, consideration of individual characteristics in occupational choice.
- (b) Work briefs - 340 different occupational titles; narrative form; discuss typical job activities, psycho-social aspects of each occupation.
- (c) Student workbooks - personal record of student's interests, begin career planning.
- (d) Workscope: job coding device using overlays; enables student to initially discover occupations that might be of interest.

Title: Workers We Know: Programmed Work Awareness Kit, Level B

Publisher: Chronical Guidance Publications

Price: \$146.50

Level: Elementary School, Kindergarten-Six

Major Components: A program of 32 weekly sequential learning activities designed to integrate the world of work into the existing elementary school curriculum.

- (a) Kit Top - designed as TV set for use in puppet activities.



- (b) Teacher's Manual - all learning activities are described in detail.
- (c) Thirty-two 11" x 17" picture cards showing workers performing jobs; contain information about the nature of jobs and their importance.
- (d) 172 4" x 6" picture cards showing tools and other items used by workers.
- (e) Two puppets for use in TV interview activities.
- (f) My Book of Workers - comprehensive set of learning activities.
- (g) Various items for use in individual units - cash register, play money, records, and games.

Title: World of Work Project: The Newspaper

Publisher: Utah State Board of Education

Price: \$7.00

Level: Grades Five-Six

Major Components: A multi-media unit on the newspaper for use in language arts classrooms.

- (a) Five filmstrips with cassettes, each dealing with a different phase of newspapers and their publication.
- (b) One Teaching Guide consisting of lesson plans and tests for teaching the unit.

Title: Your Money's Worth

Publisher: DEF Media Corporation, Incorporated

Price: \$80.00

Level: Special Education Classrooms

Major Components: Designed to help the special education student become a discerning consumer in our economy; provides information that students can apply immediately in making wise buying decisions.

- (a) Five filmstrips with cassettes designed to promote economic awareness through realistic experiences in a wide range of consumer and decision making skills. Filmstrip topics include buying and caring for a car, preparing inexpensive but nutritious meals, shopping at the supermarket.

## X. PRE-SERVICE/IN-SERVICE TEACHER EDUCATION

Career Education: An Introduction. Tallahassee: Florida Department of Education, 1974. 106 pages. \$1.74.

A self-instructional module designed for teachers, counselors, and administrators, Kindergarten-14. Designed to introduce background, concepts, and terminology of career education, as well as the planning, design, and implementation of career education instructional activities.

Career Education Curriculum Models Developed in Project "What About Vocational Education?" (WAVE) Workshops in the State of Washington. 1968-1971. Olympia, Washington: Coordinating Council for Occupational Information, 1972. 96 pages. \$1.00

An attempt to organize and report in summary form the results of in-service training programs which encouraged the participating educators to design and implement projects which have tangible outputs, e.g., develop a course plan, teach a new course and report the results, etc. Includes curriculum guides. Elementary and Secondary.

Career Education In-Service Training Guide. Morristown, New Jersey: General Learning Corporation, 1972. 46 pages. \$1.00.

Surveys the present state of career education and suggests a system for implementation in the classroom. Also suggests procedures to help local administrators plan and implement career education in-service training programs.

Career Education Personnel Development. Columbus, Ohio: Center for Vocational Education, 1975.

Goals, strategies and approaches for integrating career education in the existing teacher training programs, courses or units of instruction at the university level. Designed for preparation of personnel at either undergraduate or graduate level.

Center for Vocational Education. Columbus, Ohio: Ohio State University.

The Center for Vocational Education, located on the campus of Ohio State University, has been involved in designing and testing a comprehensive

school-based career education program. The materials produced by the Center provide a set of guidelines, models, and examples for assisting school systems and individual teachers establish a career education program. All modules produced by the Center have been field tested.

The materials are grouped under three major divisions: Teacher's Guides; Staff Development Guides; and Community Involvement Materials.

- (a) Teacher's Guides. These guides provide the basic core of a career education curriculum. They show the teacher how career education can be infused into the existing curriculum. Each guide consists of sets of learning experiences that focus on various aspects of career awareness and exploration, and beginning competency and skills. The guides are sub-divided according to the following themes which point out their central focus.

- (1) Self and Careers. Awareness of self and aspects of self that relate to career decisions are the focus of the following guides.
  - A. Physical Education for Tomorrow. Preschool and Primary. \$8.00.
  - B. Just Me. Early Primary. \$6.50.
  - C. Myself and Others at Home and School. Primary. \$8.00.
  - D. Communication and You. Intermediate. \$7.00
  - E. Understanding Self. Secondary. \$5.50
  - F. Your Personality, Health, and Job. Secondary. \$7.50
  - G. Self Appraisal for Decision Making and Career Planning. Secondary. \$5.50.
- (2) Exploring the World of Work. These guides focus on career awareness and exploration of specific careers.
  - A. People Who Work With Animals. Primary \$4.00.
  - B. Exploring the World of Work. Primary. \$6.50.
  - C. The Supermarket. Primary. \$4.50.
  - D. Learning About Business. Primary. \$7.00.
  - E. Careers in Technology. Primary. \$6.00.
  - F. Working with Trees. Primary. \$6.00.
  - G. Careers in Visual Arts. Intermediate. \$6.50
  - H. Career Exploration in Life Sciences. Intermediate. \$5.00.
  - I. Career Exploration in Earth Sciences. Intermediate. \$8.00.
  - J. Career Exploration in Physical Science. Secondary. \$8.00.
  - K. The Service Station. Primary. \$4.50.
  - L. Creating Greeting Cards. Primary. \$5.00.
  - M. Making Toys Through Teamwork. Intermediate. \$8.00.
- (3) Economic and Career Awareness. These guides emphasize beginning economic and skills and the role of education in careers.
  - A. Economic and Career Awareness: A. Primary. \$6.50.
  - B. Economic and Career Awareness: B. Primary. \$4.50.
  - C. Economic and Career Awareness: C. Primary. \$5.00.
- (4) Math, Measurement and Careers. Skills in mathematics are developed in the content of practical applications related to a variety of life roles.

- A. Basic Measurement and Related Careers: Level A.  
Kindergarten. \$5.50.
  - B. Basic Measurement and Related Careers: Level B.  
First Grade. \$8.00.
  - C. Basic Measurement and Related Careers: Level C.  
Intermediate. \$7.00.
  - D. Basic Measurement and Related Careers: Level D.  
Intermediate. \$4.00.
  - E. Career Exploration Through Math. Secondary. \$11.00.
  - F. Mathematics and Related Careers. Secondary. \$3.00.
- (b) Staff Development Guides. These guides focus on suggested goals, strategies, and resources for planning administration and implementation of career education. Intended for local and state education agencies, and college/university personnel responsible for planning in-service programs.
- (1) General Orientation to Career Education In-Service Program (Group Approach). Six modules intended to provide a general orientation to career education for teachers, counselors, administrators. Designed for small or large group instruction.
    - A. Why Career Education. \$4.50.
    - B. Focusing on Supportive Interests and Local Needs. \$4.50.
    - C. Career Education Theory, Goals, and Planning Consideration. \$4.50.
    - D. Career Education Models and Implementation Strategies. \$4.50.
    - E. Role Identification in Career Education. \$4.50.
    - F. Resources in Career Education. \$4.50.
  - (2) Staff Development Program for Career Education in the Elementary School. Seven modules which focus on aspects of career education that are important to all teachers and topics at the elementary level. Designed for individual, small, or large group instruction.
    - A. Career Education: An Integrating Process. \$3.50.
    - B. Essentials of Career Development Theory. \$1.50.
    - C. Self Concept Development. \$2.00.
    - D. Child Study. \$2.00.
    - E. Curriculum. \$4.00.
    - F. Community Involvement in a Career Education Program. \$2.50.
    - G. Career Education and Minorities. \$2.50.
  - (3) Staff Awareness Program, one module. The purpose of which is to increase the expectations of teachers toward the career potentials of all students regardless of their race, sex, ethnic background, or socio-economic status of the family. \$8.50.
- (c) Community Involvement Materials. These guides contain theoretical background information, references, planning models, and suggestions for developing programs to secure community support and participation in school-based career education. May be used in pre-service and in-service training of teachers, counselors, and administrators.



- (1) The Community and School-Based Career Education. Six modules present references, planning models, and suggestions for securing community support and participation in school-based career education.
  - A. Community Involvement in the Schools. \$3.00.
  - B. Organizing for Community Involvement. \$1.50.
  - C. Parents and School-Based Career Education. \$1.50.
  - D. Career Education and Its Implications for American Minorities. \$1.50.
  - E. American Business and School-Based Career Education. \$3.00.
  - F. The Student and the Involved Community. A Scenario. \$1.00.
- (2) Staff Development Program for Promoting Effective Use of Community Resources in Career Education. Nine modules to help coordinators plan and conduct in-service sessions for teachers and other instructional staff responsible for the utilization of community resources.
  - A. Overview and Management Plan, Local Needs and Attitudes Assessment, and Research Summary Report. \$6.00.
  - B. Section II: In-Service Program Modules A-H. \$11.00.
    - a. Community Resources and Career Education.
    - b. Use of Local Community Resources.
    - c. Using Resource Persons.
    - d. Using Field Trips.
    - e. Experiencing the Work Setting.
    - f. Using Community-School Advisory Committees.
    - g. Involving Community Organizations.
    - h. Application Activity.

Project TECE. Teacher Education for Career Education. Module 1. Orienting Prospective Teachers to Career Education. St. Paul: Minnesota Department of Education, 1973. 106 pages. \$1.50.

A substantive resource handbook, providing materials which could be used as framework for lecture notes, discussions and seminars.

Suggested Guidelines for Career Education Workshops. Olympia, Washington: Coordinating Council for Occupational Education, 1973. 29 pages. 35¢.

Summary of a "workshop on workshops" which will assist interested people who wish to have in-service workshops for their teachers. A resource guide on pre-workshop, workshop content, and post-workshop.

World of Work: Career Education Training Program. Ogden: Utah State, n.d. Braumberger, Floyd B. (developer). 185 pages.

Designed for the elementary schools of Utah to help teachers and administration become knowledgeable about occupational awareness for elementary school children and to assist in the development, implementation, and evaluation of career education. It outlines a career education training program.

## XI. TEXTBOOKS AND WORKBOOKS

Denues, Celia. A Career Perspective Workbook. Worthington, Ohio: Charles A. Jones Publishing Company, 1975. 97 pp.

A concise workbook designed to help the student match his interests and ambitions to occupational fields. Contains suggestions for obtaining information about careers of interest.

Denues, Celia. Career Perspectives: Your Choice of Work. Worthington, Ohio: Charles A. Jones Publishing Company, 1972. 202 pp. \$4.50.

A book designed to assist the individual who wishes to find his place in the world of work. It is a guide to the process of self-analysis and evaluation. It examines the world of work, the basis of choice, and making the choice.

Ellenberg, Dr. Norman L. Career Education Starter Kit. A Student-Centered Teaching Manual. Irvine, California: Educational Properties, Inc. 1973. 112 pp. \$7.95.

A student manual designed to speak directly to the student. The four parts include your most precious asset - you; beyond yourself; the working world; a deeper look into the working world; and the ever-changing working world. Contains student readings. Junior high and senior high school students.

Elsberg, Ted. Career Exploration: You and Your Future. New York: Fairchild Publications, 1975. 216 pp.

A textbook, workbook set designed for the purpose of exploration. Material is divided into topics which can be used as the basis for class lessons. Eight chapters cover such topics as Understanding Yourself, Choosing a Career, Finding a Job, Taxes, etc. The workbook consists of 50 problems paralleling the subject matter covered in the text.

Introducing Career Concepts. Science Research Associates, 1975.

A classroom lesson activity program for grades 5-9 that infuses career education into the areas of the existing curriculum. Designed to help students develop investigative and exploratory career skills. Consists of two series, each with two components.

- Series I. Guide: (\$2.25) and Introducing Career Concepts  
 Series I. Inventory: (\$11.25) package of 25. Students examine interests, abilities, school subjects, work features and work settings, and their relationship to the world of work. Grades 5-7.
- Series II. Guide (\$2.25) and Introducing Career Concepts  
 Series II Inventory: (\$11.25) Package of 25. Students examine work styles, work roles, skill development, training needs, income patterns and employment opportunities. Throughout, students explore, "What do I enjoy?" "What Can I Do?" and "What Do I Accept?" For grades 7-9.

John, Huges. People Working Today. Hayward, California: Janus Book Publishers, 1975. \$9.00 per set.

A set of four books containing a fact-filled story of a teenager's experience in an entry-level job. Titles include: "Bob the Super Clerk", "Janet the Hospital Helper", "Jester the Bellhop", "Larry the Logger". Teacher's manual for each book. Designed for grades 7-12, special needs students. First grade reading level.

Kahn, Charles, et al. My Job Application File. Hayward, California: Janus Book Publishers, 1975. 48 pp. \$1.95.

A workbook teaching all the essentials of completing job application forms. High interest material for student reading at 2.5 grade level. Features real job application forms and personal data card.

Livingstone, Arnold. My Job Interview Guide. Hayward, California: Janus Book Publishers, 1975. 80 pp. \$3.25.

A unique series of 15 realistic, high-interest job interview situations. Provides opportunity for student to analyze and improve his own job interview skills. Recommended for grades 7-12 special needs students. Reading ability level is grade 2.6.

Stanek, Muriel and Joseph L. Gehrman. Careers For All Series. Westchester, Illinois: Benefic Press, 1974. \$4.08 each.

A set of three texts providing an understanding of the world of work and the importance of getting along with others. It helps the pupil discover his interests, explore his feelings and develop his own personality. Special units provide information on job finding techniques. A. Grade 4- Alike and Different: Grade 5- Interests and Choices: Grade 6- Plans and the Future.

Wigginton, Eliot (ed.) The Foxfire Books. Garden City, New York: Anchor Press, 1968. \$13.40.

A set of three books collected and put together almost entirely by high school students. It includes affairs of plain living such as hog-dressing; mountain crafts, ghost stories, burial customs, butter churns, ginseng, etc.



## XII. SOUTH DAKOTA CAREER EDUCATION PROJECTS

Vital Information for Education and Work. Springfield: University of South Dakota/Springfield: V.I.E.W. Development Center, 1974-75.

A project funded through the Division of Vocational-Technical Education and endorsed by the South Dakota Personnel and Guidance Association, V.I.E.W. has produced career education and vocational guidance materials for elementary, middle, and senior high. Every public school district in South Dakota has been supplied with the following materials:

- (a) Elementary Coordinator's Manual designed to assist counselors and teachers in career education programs in elementary schools. Contains lists of career clusters, brief descriptions of careers contained in each cluster, microfiche cards containing 318 career scripts (each containing four pages of information on a specific occupation), and suggested teaching techniques.
- (b) Coordinator's Directory designed to assist counselors and teachers in implementing a vocational guidance program in middle schools, junior high and senior high. Contains lists of career clusters, brief descriptions of careers contained in each cluster, microfiche cards containing 419 career scripts (each containing four pages of information on specific occupations) post high school institutions in South Dakota and other career related materials.
- (c) Directory: Public and Private Vocational Programs identifies and clarifies the numerous vocational course available at Area Vocational-Technical Schools in South Dakota. Specific descriptions of each available training program are included.
- (d) Elementary Booklet contains all information portrayed on the 318 elementary microfiche cards.
- (e) Junior High-Adult Booklet contains all information portrayed on the 419 secondary microfiche cards.

Watertown Career Development Project. Watertown: Career Development Project, 1970-76.

An exemplary program funded under Part D of the Vocational Education Amendments, designed to serve all school districts. The project concentrates on in-service programs in Kindergarten-12 curriculum and guidance and counseling. It has developed the following materials.

- (a) Elementary Curriculum Guides, suggesting ways that career education can be implemented into the curriculum. It is a four volume set covering self-awareness, career awareness, intermediate; beginning competency; and appreciation-attitudes, decision making, educational awareness, and employability.
- (b) Shopper's Flyer for Elementary School Career Education Curriculum Materials, a listing of career education materials and supplies, publishers, and prices of elementary career education materials.
- (c) Elementary Career Education Goal Statements, a chart showing the elements of career education for the various elementary grade levels. It includes suggested occupations for the various elements.
- (d) Music and Health, guides suggesting a series of exploratory activities designed to introduce secondary students to some of the career implications of subject matter.
- (e) Language Arts, a suggestion of secondary activities, showing how the study of basic learning skill has relevance to the student's ability to perform effectively in the working world.
- (f) American History, a guide showing how a career oriented theme can be used as a major focus for a specific course in the secondary curriculum.
- (g) Decisions for Living, a guideline for the many kinds of information a student will need during and after high school. It is designed to help students prepare for the transition from school to work.
- (h) Bibliography of Junior High and Senior High Career Education Materials, a description of some of the materials available to help facilitate career education on the secondary level that best exemplifies the goals of career education.
- (i) Cluster Interest Inventory, an informal self-assessment instrument designed to assist the students narrow the 30,000 career possibilities into two or three high interest clusters for in-depth exploration.
- (j) Career Explorations, Designs for Field Trip Reporting, a booklet of suggestions to make field trips more relaxing and beneficial to students. Suggests many classroom activities based on field trip experiences.
- (k) Community Resource Directory, an aid to help schools use community volunteers as part of their guidance program. It is developed around the cluster format and can be used as a companion to the Cluster Interest Inventory and VIEW.
- (l) Ten Relevant and Practical Processes for the Implementation of Career Education Conceptual Change in the Secondary Curriculum,

a monograph based on a work by Hoyt and Woolard written as a guide to some career education processes for implementation in the secondary school. The ten processes discussed have been validated by years of experience and are offered in detail.

- (m) Career Education Elements, a listing of the career education elements, outcomes, and the rationale and goals for each of the elements.

Career Education Demonstration Project for American Indian Children.  
Vermillion: Center for Indian Education, School of Education,  
University of South Dakota.

A project funded by the United States Office of Education to demonstrate effective methods and techniques in career education and to develop exemplary career education models for American Indian Children. Two publications are currently available.

- (a) Career Education and the American Indian: A Handbook for Schools Providing Services to American Indians. An introduction to the career education concept, with special application to the American Indian population. Includes basic objectives, elements of a career education program, and a description of role responsibilities for teachers, administrators, and curriculum specialists.
- (b) Career Education and the American Indian: A Notebook for Parents and Teachers. Designed to introduce parents and teachers of American Indian children to the major ideas of career education. Includes a rationale for bicultural education, and a description of the project's objectives. K-4.

SOUTH DAKOTA  
CAREER EDUCATION PROJECT

An Annotated Bibliography  
of Curriculum Materials

*Addendum to Part I*

*Compiled by:*

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Madison, South Dakota 57042

A PROJECT FUNDED BY U.S.O.E.

Coordinated by the Department of Education  
and Cultural Affairs, Pierre, South Dakota

Ronald M. Reed, *Secretary*



## II. BOOKLETS, MONOGRAPHS, AND REPORTS

A/V Media In Career Development. Simpson, Lawrence C. (ed.)  
Bethlehem, PA: College Placement Council, 1975. 100 pp.  
\$8.50.

A guide to producing tailor made audiovisual programs, examples of what others are doing, and a listing of what is available commercially.

Career Education. Washington, DC: Chamber of Commerce of the United States, 1975. 19 pp. \$2.00.

A booklet discussing career education, what it is and why we need it from the viewpoint of leaders in industry, education, labor and the professions. It includes chapters on the career education team, how to get started, where to get help and glimpses of career education.

Comprehensive Career Education Project Sponsored by College of Education, University of Maine at Orno and Bangor Public Schools.  
Ryan, Charles W. (director). Orno: University of Maine, 1976. 60 pp. Free.

A book of materials developed for use in the Comprehensive Career Education Project. Consists of training schedules, report forms, evaluation comments and special materials.

Eleven Career Education Programs. Hewett, Kathryn D. (director)  
(2 parts) Cambridge, Mass.: ABT Publications. 220 pp. \$37.00.

Descriptions of selected, diverse, and innovative programs written to increase awareness of innovative career education practices. It shows their development, operations, and nature of change.

How Career Education Works. Portland, OR: Oregon Consortium for Incremental Development of Exemplary Career Education Programs, 1976. 8 pp.

The story of five career education models in five diverse school districts in Oregon. Offered to show what Oregon is doing in career education and to present some ideas for others' programs.

Meeting Yourself Halfway. Simon, Dr. Sidney B. Niles, IL:  
Argus Communications, 1974. 102 pp. \$4.95.

A book of adventures in self-discovery presenting 31 sequential, bridge-building strategies to help the reader locate, sort out, and build a set of values.

Occupational Outlook Handbook, 1976-77 Edition. Washington, D.C.:  
U.S. Department of Labor, 1976. 783 pp. \$4.00.

A summary of research about future career opportunities and educational requirements. Also includes information on job duties, employment outlook, and earnings for more than 850 occupations and 30 industries. Information based on data received from a variety of sources and represents the most current and comprehensive information available.

### III. BIBLIOGRAPHIES, CATALOGS, DIRECTORIES

Career Education Catalog. Hewett, Kathryn D. (director).  
Cambridge, Mass.: ABT Publications. 108 pp. \$37.00 (2 parts)

An annotated listing of selected, diverse, and innovative programs. Descriptions have been collected for comprehensive public school programs, supplementary public school programs, and alternative and community-based programs. Index includes size, budget funding source, student and staff members for each program.

Dictionary of Occupational Titles: Volume I. Definitions of Titles  
(3d ed.). Washington, D.C.: U.S. Department of Labor, 1965.  
809 pp. \$12.80.

A book of titles and definitions of the various occupations found in the American economy. Arranged alphabetically according to job titles. 35,550 jobs are defined. Data contained in the definitions includes: nature of the job, how the job is performed, and why it is performed. Volume II consists of occupational classification.

Dictionary of Occupational Titles: Volume II. Occupational Classification (3d ed.) Washington, D.C.: U.S. Department of Labor, 1965. 656 pp. \$11.10.

A method of grouping jobs having the same basic occupational, industrial, or worker characteristics. Designed to help the user recognize relationships among occupations. It serves as a standard approach to classifying the abilities, vocational experiences, and potential of workers. A complement to Volume I, Definitions of Titles.

Educational Films: 1976 Supplement Champaign: University of Illinois, 1976. 86 pp. Free.

A supplement to the 1975-78 listing to be used in conjunction with the comprehensive catalog published in 1975.

The Lens and Speaker Champaign: University of Illinois, 1976. 66 pp.

A listing of upcoming attractions from Xerox, the new listings in the University of Illinois Visual Aids Service, and new film descriptions. Result of pilot project proposal. Includes the faces and poems from the project.

#### IV. CURRICULUM GUIDES

Development of A Career Education Curriculum for Deaf Students.

Austin, TX: Texas School for the Deaf, 1975. 222 pp.

A book describing the career education program for deaf students in Texas. The book includes program evaluation, career awareness, career exploration, career preparation, program modification, recommendations and mediation. It includes no instructional units.

Career Exploration: A Curriculum Guide. Portland, OR: Portland Public Schools, 229 pp. \$3.00.

A curriculum guide prepared by teachers to bring about career exploration in the 6, 7, and 9 grade classrooms. Based on student career needs from which the goals, objectives, strategies and criteria were developed.



VI. FILMS, FILMSTRIPS, PICTURES, SLIDES, AND TRANSPARENCIES

I Want To Be . . . Columbus: Ohio State University, 1975. \$150

A 15-minute 16mm color movie showing the need for career education and the school's role. Intended for in-service, pre-service, adult groups.

3M Transparency Master Library St. Paul, MN: 3M Company. 2 boxes  
\$563.50.

A collection of over 3900 printed originals in a variety of subject areas to be used for transparency-making and spirit master production. It includes 8 major curriculum areas with more than 195 packets which contain at least 20 visual masters each. Box 1 contains mathematics, language arts, social studies, vocational, and science. Box 2 includes career education, home economics and miscellaneous.

## VII. GAMES AND SIMULATIONS

Life Career Boocock, Sarane S. Indianapolis: The Bobbs-Merrill Co., 1969. \$46.67.

A game for 2-20 players designed to give greater understanding of the rewards and responsibilities in labor, education, and marriage and to give some advance experience in planning one's own future. The objective of the game is to plan a life which gives specific rewards to the person both personally and to others. Age level: junior and senior high. Playing time: 1-6 hours.

### VIII. INSTRUCTIONAL UNITS

Career Education Activities for Subject Area Teachers. Finn, Peter and Jane Lawson. Cambridge, Mass.: APT Publications.

A three-volume set of manuals designed as a resource book which can be used to supplement the regular curriculum. There is one manual each for elementary (1-6), junior high (6-9), and senior high (9-12).

Career Education Activities for Subject Area Teachers. Grades 1 through 6. Finn, Peter and Jane Lawson. Cambridge, Mass.: ABT Publications, 1975. 325 pp.

A resource manual designed as a resource book which can be used to supplement the regular curriculum. Consists of 10 activities and instructions for social studies, language arts, mathematics, and science, and a discussion of effective career education teaching methods. Other manuals in this series are for junior high and senior high.

Career Education Activities for Subject Area Teachers. Grades 6 through 9. Finn, Peter and Jane Lawson. Cambridge, Mass.: ABT Publications, 1975. 325 pp.

A resource manual designed as a resource book which can be used to supplement the regular curriculum. Consists of activities and instructions for social studies, English, mathematics, science, art, health, foreign languages, and physical education, and a discussion of effective career education teaching methods. Other manuals in this series are for elementary and senior high.

Career Education Activities for Subject Area Teachers. Grades 9 through 12. Finn, Peter and Jane Lawson. Cambridge, Mass.: ABT Publications, 1975. 318 pp.

A resource manual designed as a resource book which can be used to supplement the regular curriculum. Consists of activities and instruction for social studies, English, mathematics, science, art/music, health, foreign languages, driver education and physical education and a discussion of effective career education teaching methods. Other manuals in this series are for elementary and junior high.

Career Education Activities for Subject Area Teachers. Grades 9 through 12. Finn, Peter and Jane Lawson. Cambridge, Mass.: ABT Publications, 1975. 318 pp.

A resource manual designed as a resource book which can be used to supplement the regular curriculum. Consists of activities and instruction for social studies, English, mathematics, science, art/music, health, foreign languages, driver education and physical education and a discussion of effective career education teaching methods. Other manuals in this series are for elementary and junior high.

Comprehensive Career Education System, K-12. Irvine, CA: Educational Properties, Inc. \$2,000.00

A systematic implementation program developed by administrators, teachers, and counselors. System includes: (1) 150 career education learning units loose leaf bound in four notebooks -- K-3, 4-6, 7-9, and 10-12; (2) guidance components for K-6, 7-9, and 10-12 in soft cover books; (3) a system administrator's component in soft cover; (4) miscellaneous resource materials. The materials are developed around the 15 career cluster concept.

PCE/K-6 Activities for Career Education Grades 4-6. Portland, OR: Portland Public Schools, 300 pp. \$6.00.

A curriculum guide for grades 4-6, including social studies, language arts, health and science, math, and general.

PCE/K-6 Activities for Career Education Grades K-3. Portland, OR: Portland Public Schools. 300 pp. \$6.00.

A curriculum guide for K-3, including minimal expectancies for each grade level.

PCE/K-10 Activities for Career Education Volume II. Portland, OR: Portland Public Schools. 300 pp. \$6.00.

A continuation of Volume I. It completes the 7-8 grade instructional units; these are for physical education, science, social studies, and special achievement. Volume II also contains project component sections, cross references, evaluation forms, and additional activity forms.



PCE/K-10 Activities for Career Education Volume I. Portland, OR:  
Portland Public Schools. 300 pp. \$6.00.

A book of 7-8 grade instructional units for art, health, home economics, industrial education, language arts, math, and music. The book also includes a sample 7-8 grade notebook implementation format.

## IX. MULTI-MEDIA INSTRUCTIONAL PROGRAMS

Title: Acoustifone Career Exploration Series

Publisher: Audiotronics

Price: \$59.50 each      \$1,190.00 for set

Level: 1-12

Major Components: (1) 20 individually boxed career cluster kits containing 6 filmstrips and cassettes, counselor keys, and student rating charts, (2) Career Exploration Guide.

The 20 career cluster families include clerical occupations, municipal law enforcement, repair and maintenance, automotive repair, commercial aviation, occupations in ecology, data processing, food services, printing, plastics, public utilities, metalworking, public service, personal service, building trades, electronics, business equipment repair, trucking, sales and graphic services. The filmstrips contain one overview of each field and five individual job opportunities. The series covers 100 relevant vocational and para-professional occupations.

The series can be used effectively at either the awareness or exploration level by incorporating it into the existing curriculum or strictly as an occupational search tool.

Title: Acoustifone Series: Clerical Occupations (401)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) Pad of student career rating charts.

Occupations include secretary, clerk typist, medical record technician, file clerk, and receptionist.

Title: Acoustifone Series: Municipal Law Enforcement (402)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) Pad of student career rating charts.

Occupations include patrolman, detective, police laboratory technician, police intern, and juvenile officer.

Title: Acoustifone Series: Repair and Maintenance (403)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) Pad of student career rating charts.

Occupations include major appliance repairman, heating and air conditioning serviceman, building maintenance man, small engine repairman, and motorcycle repairman.

Title: Acoustifone Series: Automotive Repair (404)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include brake and suspension specialist, engine repair specialist, fuel and electrical systems specialist, transmission specialist and paint and body specialist.

Title: Acoustifone Series: Commercial Aviation (405)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include radio repairman, flight dispatcher, aircraft electrician, instrument repairman and engine mechanic.

Title: Acoustifone Series: Occupations in Ecology (406)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include food processing laboratory technician, soil conservation technician, water plant operator, forestry technician and sanitation technician.

Title: Acoustifone Series: Data Processing (407)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include computer programmer, computer operator, computer technician, keypunch operator, and computer aids secretary.

Title: Acoustifone Series: Food Services (408)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include baker, meat cutter, catering truck operator, cook helper, and chef.

Title: Acoustifone Series: Printing (409)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include pressman, graphic arts, cameraman, type-setter, photoengraver, and stripper/platemaker.

Title: Acoustifone Series: Plastics, Forming & Design (410)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include plastic lay-up man, mold maker, patternmaker/form die maker, mold setter and machine operator.



Title: Acoustifone Series: Public Utilities (411)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include telephone operator, ~~lineman~~, customer service representative, serviceman and warehouseman.

Title: Acoustifone Series: Metalworking (412)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include welder, machinist, electroplater, sheet metal worker, and foundry worker.

Title: Acoustifone Series: Public Service (413)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include court reporter, firefighter, social service aid, library aid, and ambulance attendant.

Title: Acoustifone Series: Personal Service (414)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include beautician, barber, laundry/dry cleaner, physical health specialist, and domestic animal care specialist.

Title: Acoustifone Series: Building Trades (415)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include carpenter, electrician, painter/paper hanger, plumbing and heating specialist, and brickman.

Title: Acoustifone Series: Electronics (416)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about the individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include electronics technician, radio and TV repairman, broadcast technician, communications technician, and industrial electronics technician.

Title: Acoustifone Series: Business Equipment Repair (417)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies Counselor's Keys, (4) pad of student career rating charts.

Occupations include typewriter repairman, office machine repairman, electronic calculator repairman, business systems repairman, and reproduction equipment repairman.

Title: Acoustifone Series: Trucking (418)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include long haul truck driver, short haul truck driver, routeman, dispatcher and fleet maintenance man.

Title: Acoustifone Series: Sales (419)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies Counselor's Keys, (4) pad of student career rating charts.

Occupations include retail salesman, wholesale salesman, direct salesman, service salesman and customer relations representative.

Title: Acoustifone Series: Graphic Services (420)

Publisher: Audiotronics

Price: \$59.50

Level: 1-12

Major Components: (1) 6 filmstrips, one presenting an overview of the cluster and five about individual job opportunities, (2) 3 cassettes, (3) 2 copies of Counselor's Keys, (4) pad of student career rating charts.

Occupations include draftsman, illustrator, advertising/production artist, silk screener, and commercial photographer.

Title: Awareness: Career and Consumer Education: Cities and Suburbs

Publisher: Noble and Noble

Price: \$45.00

Level: 3

Major Components: (a) duplicating master activity sheets, (b) role-playing cards, (c) simulation cards, (d) game and game instruction card, (e) pupil management envelopes, (f) teacher's guide.

A program which systematically integrates consumer and career education into the daily instructional program by infusing career and consumer elements into social studies learning. Units include Cities: What and Where, The City in History, Helping Cities Grow, The City and Business, Getting There, Running A City, Patterns of People, and Tomorrow's Cities.

Title: Awareness: Career and Consumer Education: People and The Land

Publisher: Noble and Noble

Price: \$45.00

Level: 4

Major Components: (a) duplicating master activity sheets, (b) role-playing cards, (c) simulation cards, (d) game and game instruction card, (e) pupil management envelopes, (f) teacher's guide.

A program which systematically integrates consumer and career education into the daily instructional program by infusing career and consumer elements into social studies learning. Units include Early People; Egypt Land of the Nile; China: An Ancient, Yet Modern, Culture; The Vikings and the Incas; The Cheyenne: A Plains Culture; The Eskimos and the Ashanti; Nigeria, Becoming Industrialized; Brazil: Life Along the Amazon; The United States: Agriculture to Industry.

Title: Awareness: Career and Consumer Education: People and Culture

Publisher: Noble and Noble

Price: \$45.00

Level: 6

Major Components: (a) duplicating master activity sheets, (b) role playing cards, (c) simulation cards, (d) game and game instruction card, (e) pupil management envelopes, (f) teacher's guide.

A program which systematically integrates consumer and career education into the daily instructional program by infusing career and consumer elements into social studies learning. Units include culture, North Africa and the Middle East, Western Europe, Eastern Europe, South Asia, East Asia, Africa and Latin America.

Title: Awareness: Career and Consumer Education: Many Americans - One Nation

Publisher: Noble and Noble

Price: \$45.00

Level: 5

Major Components: (a) duplicating master activity sheets, (b) role playing cards, (c) simulation cards, (d) game and game instruction card, (e) pupil management envelopes, (f) teacher's guide.

A program which systematically integrates consumer and career education into the daily instructional program by infusing career and consumer elements into social studies learning. Units include The First Americans, The Second Americans, The People Make a Nation, From Sea to Shining Sea, A Divided Nation, The Nation's Economy Grows, The Rise of the Cities, The Young Century, Decades of Decision, and Your Part of the Century.

Title: Family Living Program; Unit I: The Individual

Publisher: Scholastic Magazines

Price: \$59.50

Level: Grades 8-12

Major Components: (a) 3 color filmstrips: Who Am I? Growing Through Changes Your Choice; (b) 3 cassettes, (c) 9 ditto master student worksheets; (d) Teacher's Portfolio.



Helps students to build an awareness of self through understanding what is identity, self-acceptance, character traits, personal goals.

Title: Preparing for After Graduation

Publisher: Universal Education and Visual Arts

Price: \$50.00

Level: High School

Major Components: (a) Series of 4 filmstrips: Looking for a Job? Where to Start?; Your First Job Interview; The Job is Yours; Furthering Your Education; (b) 2 cassettes of accompanying narrative; (c) Teacher's Guide.

Provides an awareness of some of the demands placed upon a high school graduate when he is employed and encourages the individual to develop behavior apterns that will contribute positively to job retention, advancement, and further education.

Title: Project Discovery

Publisher: Phi Delta Kappa

Price: \$2,550

Level: 6-9 and Special Needs Programs

Major Components: (1) 20 exploration packages for art, business, health, home economics and industrial arts; (2) guidance and counseling materials, including 16 mm movie "I'd Rather Be . . ."

A hands-on career exploration program developed by Southwest Iowa Resources Center. Packages provide equipment, tools, printed materials and self-directing instructions for realistic job simulations in professions related to people, data or things. The guidance activities are included to aid in structuring student experience and evaluation.

Title: Project Discovery: Art

Publisher: Phi Delta Kappa

Price: \$249.00

Level: 6-9 and Special Needs Programs

Major Components: (1) "So Ya Wanna Be An Artist" kit, including instruction booklets and art equipment. Inventory sheet attached to kit.

Title: Project Discovery: Business

Publisher: Phi Delta Kapps

Price: \$329.00

Level: 6-9 and Special Needs Programs

Major Components: (1) "shorthand" kit; (2) "Filing" kit; (3) "Sales Representative" kit; (4) "Accounting and Bookkeeping" kit. Includes instruction booklets and necessary equipment. Inventory sheets attached to kits.

Title: Project Discovery: Guidance Materials

Publisher: Phi Delta Kappa

Price: \$140.00

Level: 6-9 and Special Needs Programs

Major Components: (1) 16 mm orientation film, "I'd Rather Be . . ."; (2) 50 student exploration experience charts; (3) 2 instructor's notebooks; (4) Procurement list.

Title: Project Discovery: Health

Publisher: Phi Delta Kappa

Price: \$1,250

Level: 6-9 and Special Needs Programs

Major Components: (1) "Preliminary Health Exploration" kit; (2) "Biological Science and Technology" kit; (3) "Dental Care" kit; (4) "Medical Emergency Services" kit; (5) "Medical Patient Care" kit; (6) "Medical Records" kit.

Includes instruction booklets and necessary equipment. Inventory sheets attached to kits.

Title: Project Discovery: Home Economics

Publisher: Phi Delta Kappa

Price: \$466

Level: 6-9 and Special Needs Programs

Major Components: (1) "Hair Care & Styling" kit; (2) "Skin and Nail Care" kit; (3) "Waiter/Waitress" kit; (4) "Greenhouse Work" kit.

Includes instruction booklets and necessary equipment. Inventory sheets attached to kits.

Title: Project Discovery: Industrial Arts

Publisher: Phi Delta Kappa

Price: \$595.00

Level: 6-9 and Special Needs Programs

Major Components: (1) "Auto Body Repair" kit; (2) "Masonry" kit; (3) "Plumbing" kit; (4) "Wall Covering" kit.

Includes instruction booklets and necessary equipment. Inventory sheets attached to kits.

Title: The World of Work

Publisher: Classroom World Productions

Price: \$87.90

Level: Primary Grades

Major Components: (a) 12 cassettes - one for each occupational area included in the set; (b) 12 corresponding job activity/career identification picture work sheets; (c) Teacher's Guide.

An audio-visual career awareness perception kit designed to introduce the world of work. Each of the 12 lessons covers a broad based occupational area, providing a beginning knowledge of job skills and developing listening skills.

## XI. TEXTBOOKS AND WORKBOOKS

Gelatt, H.S., et al. Decisions and Outcomes. New York: College Entrance Examination Board, 1973. \$4.00. 49 pp. Leaders Guide 105 pp.

A decision-making text and leader's guide intended to help high school and college students and adults who are faced with decision-making needs. The book presents a course of study which can be used in any of several settings.

Scholz, Nelle Tumlin, et al. How To Decide: A Guide for Women. New York: College Entrance Examination Board, 1975. \$5.95.

A book designed to meet the changing needs of women by increasing their decision-making ability, by helping them apply the dynamics of decision-making to their lives, and by developing a broader concept of women's roles and emerging life patterns. Contains exercises and activities drawn from actual life experiences. Appropriate for college through retirement.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM  
PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED  
OMB NO. 540-1157

| NUMBER OF PARTICIPANTS<br>(See NOTE above) WHO ARE   | RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income) |                                        |                        |                            |                 |                                                     | OF THE TOTAL (column 6)<br>NUMBER WHO ARE |                               |                   | OF THE TOTAL (column 6)<br>NUMBER WHO ARE |                |
|------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------|------------------------|----------------------------|-----------------|-----------------------------------------------------|-------------------------------------------|-------------------------------|-------------------|-------------------------------------------|----------------|
|                                                      | AMERICAN<br>INDIAN<br>OR ALASKAN<br>NATIVE<br>(1)                                            | ASIAN OR<br>PACIFIC<br>ISLANDER<br>(2) | BLACK/<br>NEGRO<br>(3) | CAUCASIAN/<br>WHITE<br>(4) | HISPANIC<br>(5) | TOTAL<br>(sum of columns (1)<br>through (5))<br>(6) | HANDI-<br>CAPPED<br>(7)                   | GIFTED AND<br>TALENTED<br>(8) | LOW INCOME<br>(9) | MALE<br>(10)                              | FEMALE<br>(11) |
| STUDENTS                                             |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| ELEMENTARY (K-6)                                     |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| MIDDLE/JUNIOR HIGH (7-9)                             |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| SENIOR HIGH (10-12)                                  |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| 2-YEAR COLLEGE                                       |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| 4-YEAR COLLEGE                                       |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| ADULTS (nonmatriculated)                             |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| SUB-TOTAL                                            |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| EDUCATIONAL PERSONNEL                                |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| TEACHERS                                             | 5                                                                                            |                                        |                        | 549                        | 1               | 555                                                 |                                           |                               |                   |                                           |                |
| COUNSELORS                                           |                                                                                              |                                        |                        | 6                          |                 | 6                                                   |                                           |                               |                   |                                           |                |
| ADMINISTRATORS                                       |                                                                                              |                                        |                        | 9                          |                 | 9                                                   |                                           |                               |                   |                                           |                |
| MEMBERS OF THE BUSINESS/<br>LABOR INDUSTRY COMMUNITY |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| PARENTS                                              |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| OTHER (specify)                                      |                                                                                              |                                        |                        |                            |                 |                                                     |                                           |                               |                   |                                           |                |
| TOTAL                                                | 5                                                                                            |                                        |                        | 564                        | 1               | 570                                                 |                                           |                               |                   |                                           |                |

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